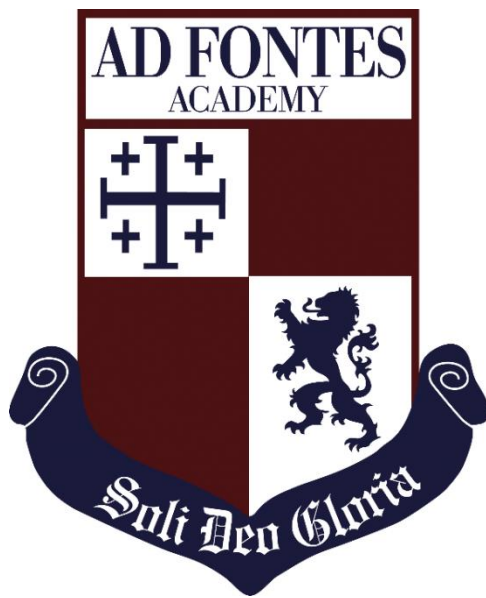


# **Ad Fontes Academy**



## **K – 6<sup>th</sup> Grade Curriculum Guides 2018-2019**

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# Kindergarten

## ***Kindergarten Bible***

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### **PRIMARY TEXTS AND MATERIALS**

#### **Primary Materials**

Bible (ESV), for teacher

*Children's Story Bible*, Catherine Vos

*Walking with God*, Christian Schools International

*A, B, C Bible Verses*, Susan Hunt

*The Story*, Max Lucado

### **GENERAL BIBLE OBJECTIVES**

1. Recognize the Bible as God's inerrant word and the only written revelation concerning Himself.
2. Understand that God is sovereign over history and reigns throughout all time and place.
3. Understand that all of Scripture testifies to God's redemptive plan fulfilled in Christ Jesus.
4. Encourage students to see the consistent themes of Scripture pertaining to God's character and His plan for salvation.
5. Let the Scriptures speak for themselves with clarification only as needed.
6. Know and be able to articulate the Gospel, God's plan and order of salvation.
7. Encourage each student to come to the Father, through the Son, and to grow in his knowledge of and love for Him.
8. Commit Scripture to memory and understand its application in our lives.
9. Learn how to apply the lessons learned from the stories we study, learning from the good and bad choices made by the people we read about.

### **SPECIFIC BIBLE OBJECTIVES**

1. Memorize Bible verses (for each letter of the alphabet) and apply them to one's own experiences.
2. Be able to retell Bible stories in the correct sequence.
3. Describe how God was with His people in the OT stories, as He is today.
4. Identify God as the Creator.
5. Identify God's promises throughout the Bible stories covered.
6. Identify Israel as God's chosen people.
7. Understand the difference between God's chosen people and pagan nations.

8. Understand that people have sinful hearts and know how one can have a relationship with God by His grace.
9. Explain the idea of covenant and relate to Bible stories studied.
10. Locate on a map the places where the biblical events occurred.
11. Know the major elements of the following stories and events:
12. Memorize three large passages of scripture, Psalm 23, Luke 2:9-12, Psalm 100, and Matthew 28:2-6.

Bible Stories	Bible Memory Verses	Other Memory Work
<p><b>Week 1 (3 days):</b></p> <p><u>The Bible and Creation:</u></p> <ul style="list-style-type: none"> <li>• The Bible is very special gift from God.</li> <li>• The Bible is the inspired Word of God.</li> <li>• The Bible tells us about God and his love for us.</li> <li>• We learn, love, and celebrate the very words of God.</li> <li>• God created the world.</li> <li>• God created light on the first day and separated water and sky on the second day.</li> </ul>	<p><i>"A soft answer turns away wrath,"</i> Proverbs 15:1.</p>	<p>Creation Chant</p>
<p><b>Week 2 (4 days):</b></p> <p><u>Creation:</u></p> <ul style="list-style-type: none"> <li>• God creates dry land and plants on the third day.</li> <li>• God created the sun, moon, and the stars on the fourth day</li> <li>• God created birds and fish on the fifth day.</li> <li>• God created land animals on the sixth day.</li> <li>• God created birds and fish on the fifth day.</li> </ul>		

<ul style="list-style-type: none"> <li>• God created land animals on the sixth day.</li> </ul>		
<b>Week 3:</b> <u>Creation:</u> <ul style="list-style-type: none"> <li>• God created humans on the sixth day.</li> <li>• God created humans in his image – able to think, choose, rule, and love.</li> <li>• God expected Adam and Eve to obey his rules.</li> <li>• God rested and enjoyed his good creation on the seventh day.</li> <li>• God established a pattern of work and rest for the world.</li> </ul>	<p><i><b><u>B</u></b>lessed are the peacemakers for they shall be called the children of God.”</i>  Matthew 5:9.</p>	
<b>Week 4:</b> <u>Sin Enters the World</u> <ul style="list-style-type: none"> <li>• Sin entered and spoiled God’s good world.</li> <li>• God’s promise to send a Savior was fulfilled in Jesus.</li> </ul> <u>Noah’s Obedience</u> <ul style="list-style-type: none"> <li>• Noah loved in a wicked, sinful world.</li> <li>• Noah was obedient to God.</li> <li>• God protected Noah and his family.</li> </ul> <u>In the Ark</u> <ul style="list-style-type: none"> <li>• The ark was crowded and noisy. God cared for Noah and everything in the ark.</li> </ul>	<p><b><u>C</u></b>hildren, obey your parents in all things, for this is well pleasing to the Lord.”  Colossians 3:20</p>	
<b>Week 5:</b> <u>A New Start:</u> <ul style="list-style-type: none"> <li>• God promises to never again destroy the world with a flood.</li> </ul>	<p><b><u>D</u></b>o all things without complaining or disputing.”  Philippians 2:14</p>	

<ul style="list-style-type: none"> <li>• God placed a rainbow in the sky as a sign of his promise.</li> </ul> <u>Babel</u> <ul style="list-style-type: none"> <li>• God spread people all around the Earth by giving them different languages.</li> <li>• God's promises are for everyone.</li> <li>• Tower of Babel craft</li> </ul>		
<b>Week 6:</b> <u>Abraham's Call:</u> <ul style="list-style-type: none"> <li>• Abraham played an important role in redemption history as the father of God's chosen people.</li> <li>• Abraham believed and obeyed God.</li> <li>• We must trust and obey God.</li> </ul> <u>Abraham and the Covenant</u> <ul style="list-style-type: none"> <li>• God promised Abraham a son.</li> </ul>	<b>"E</b> ven a child is known by his deeds." Proverbs 20:11	Song: "Father Abraham"
<b>Week 7:</b> <u>Isaac's Birth:</u> <ul style="list-style-type: none"> <li>• God kept his promise to give Abraham and Sarah a son.</li> <li>• We become a part of Abraham's family when we believe in Jesus.</li> </ul>	<b>"F</b> or God so loved the world that He gave His only begotten Son, that whosoever believeth in him should not perish, but have everlasting life." John 3:16.	
<b>Week 8:</b> <u>Jacob, Esau and the Birthright:</u> <ul style="list-style-type: none"> <li>• God chose Jacob to receive the blessing.</li> </ul>	<b>"G</b> o into the world and preach the gospel to every creature. Mark 16:15	Poem: "Jacob"



<ul style="list-style-type: none"> <li>• Jacob received the birthright through deceit.</li> </ul> <p><u>Jacob to Haran</u></p> <ul style="list-style-type: none"> <li>• Jacob deceived his father to get the blessing.</li> <li>• Jacob dreamed about angels climbing a ladder.</li> <li>• God promised Jacob to be with him and bring him back to his homeland.</li> <li>• God cared for Jacob, and he cares for us.</li> </ul> <p><u>Jacob in Haran</u></p> <ul style="list-style-type: none"> <li>• God cared for Jacob by leading him to his uncle's house.</li> <li>• Jacob married Leah and Rachel.</li> <li>• God blessed Jacob by making him wealthy.</li> <li>• Jacob left Laban to return to his own land.</li> </ul> <p><u>Jacob's Return</u></p> <ul style="list-style-type: none"> <li>• God kept his promise to bring Jacob back to his own land.</li> </ul>		
<p><b>Week 9:</b></p> <p><u>Joseph the Dreamer:</u></p> <ul style="list-style-type: none"> <li>• Joseph was Rachel and Jacob's son.</li> <li>• Joseph was his father's favorite son.</li> <li>• Joseph's jealous brothers sold him into slavery.</li> </ul> <p><u>Joseph, Slave and Prisoner</u></p> <ul style="list-style-type: none"> <li>• Joseph put his trust in God.</li> <li>• Joseph was unjustly imprisoned in Egypt.</li> </ul> <p><u>Joseph and Two Dreams</u></p> <ul style="list-style-type: none"> <li>• God cared for Joseph when he was in prison.</li> </ul>	<p><b>"H</b>onor thy father and thy mother that you may live long in the land the Lord your God is giving you." Exodus 20:12</p>	

<ul style="list-style-type: none"> <li>• God gave Joseph the ability to interpret dreams.</li> </ul>		
<p><b>Week 10:</b></p> <p><u>Joseph Becomes a Ruler:</u></p> <ul style="list-style-type: none"> <li>• The cupbearer remembered Joseph in prison.</li> <li>• God gave Joseph the ability to interpret Pharaoh's dreams.</li> <li>• Through Joseph God saved his people from a famine.</li> <li>• Joseph helped prepare the Egyptians for the famine.</li> <li>• God used Joseph to provide enough food for Jacob's family.</li> </ul> <p><u>Joseph is Reunited with his Family</u></p> <ul style="list-style-type: none"> <li>• Joseph's brothers returned to Egypt for more grain.</li> <li>• Joseph revealed himself to his brothers.</li> <li>• Joseph told his brothers that God used all that happened for good, not for evil.</li> <li>• Joseph and his father, Jacob, were reunited in Egypt.</li> <li>• Joseph's family lived in Egypt's even after the famine.</li> </ul>	<p>"I can do all things through Christ Who strengthens me." Philippians 4:13</p>	<p>The Lord's Prayer</p>
<p><b>Week 11:</b></p> <p><u>Moses as a Baby:</u></p> <ul style="list-style-type: none"> <li>• God cared for his chosen people and kept his promised to them.</li> <li>• God planned to save Moses and prepare him for an important job.</li> </ul> <p><u>Moses and the Burning Bush:</u></p> <ul style="list-style-type: none"> <li>• God called Moses to lead the Israelites.</li> </ul>	<p>"Jesus said unto him, 'I am the way, the truth, and the life...' John 14:6</p>	

<ul style="list-style-type: none"> <li>• God appeared to Moses in a burning bush.</li> <li>• God promised to be with Moses when he spoke to the people of Israel and Pharaoh.</li> </ul> <p><u>The Plagues</u></p> <ul style="list-style-type: none"> <li>• God freed the Israelites from slavery in Egypt.</li> <li>• God is powerful and rules over nature and all people.</li> </ul>		
<p><b>Week 12:</b></p> <p><u>The Passover</u></p> <ul style="list-style-type: none"> <li>• God is stronger than Pharaoh.</li> <li>• God kept his promise to deliver his people from Egypt.</li> <li>• The Israelites celebrated the Passover as a reminder of how God led them out of Egypt</li> <li>• Jesus' blood saves us from our sins when we believe.</li> </ul> <p><u>Food and Drink in the Desert:</u></p> <ul style="list-style-type: none"> <li>• God cared for his people's needs, and He fulfills our daily needs.</li> </ul> <p><u>The Ten Commandments:</u></p> <ul style="list-style-type: none"> <li>• God gave his Law to the Israelites at Mt. Sinai.</li> <li>• The 10 Commandments show us how to live lives of thankfulness to God.</li> <li>•</li> </ul>	<p><b><u>K</u>ee</b>p your tongue from evil and your lips from speaking lies." Psalm 34:13</p>	
<p><b>Week 13:</b></p> <p><u>The Golden Calf</u></p> <ul style="list-style-type: none"> <li>• The Israelites disobeyed God's commands by building a golden calf.</li> <li>• God punished the people, but he also forgave them.</li> <li>• God forgives us when we ask.</li> </ul>	<p><b><u>L</u>et</b> your light shine before men that they may see your good works and glorify your Father who is in heaven." Matthew 5:16</p>	<p>The Ten Commandments (simplified)</p>

<u>The Tabernacle</u> <ul style="list-style-type: none"> <li>• God told the Israelites to build a tabernacle where they could worship Him.</li> <li>• It was built so it could be taken with them.</li> </ul> <u>Rebellion and Forty Years of Wandering</u> <ul style="list-style-type: none"> <li>• God's people disobeyed just before the journey would have ended.</li> <li>• Moses, Joshua and Caleb trusted God.</li> <li>• Ten of the spies and most Israelites were afraid to enter Canaan.</li> <li>• God punished them by making them wander for 40 years.</li> <li>• God kept his promises during the 40 years in the desert.</li> </ul>		
<b>Week 14:</b>  <u>Christmas:</u> <ul style="list-style-type: none"> <li>• Daily activities: "What God Wants for Christmas"</li> <li>•</li> </ul>	Luke 2:9-12	
<b>Week 15:</b>  <u>Christmas:</u> <ul style="list-style-type: none"> <li>• Continue "What God Wants for Christmas" activities, create student book to retell the story</li> </ul>	Luke 2:9-12	
<b>Week 16:</b>  <u>Christmas:</u>  Continue "What God Wants for Christmas" activities, create student book to retell the story	Luke 2:9-12	
<b>Week 17:</b>  <u>Preparing to Enter the Promised Land</u>	<u>"My</u> little children let us not love in word, neither in tongue, but	

<ul style="list-style-type: none"> <li>• The Israelites began taking over the Promised Land.</li> <li>• Moses was forbidden to enter because of his sin against God.</li> <li>• Joshua was appointed the new leader of God's people.</li> </ul> <p><u>Israel's New Leader</u></p> <ul style="list-style-type: none"> <li>• God equipped Joshua to lead his people.</li> <li>• God kept his promise to the Israelites and led them into Canaan.</li> </ul> <p><u>Crossing the Jordan River</u></p> <ul style="list-style-type: none"> <li>• God is the ruler of all nature.</li> <li>• God let the Israelites across the Jordan on dry ground.</li> </ul>	<p>in deed nor in truth." I John 3:18</p>	
<p><b>Week 18:</b></p> <p><u>The Fall of Jericho</u></p> <ul style="list-style-type: none"> <li>• God helped the Israelites defeat the people of Jericho.</li> </ul> <p><u>The Sun Stands Still</u></p> <ul style="list-style-type: none"> <li>• The Israelites made a peace treaty with the people of Gibeon.</li> <li>• God helped the Israelites defeat the Amorite kings.</li> </ul> <p><u>Gideon Called</u></p> <ul style="list-style-type: none"> <li>• The Israelites followed a cycle of disobedience, punishment, repentance, and deliverance during the time of the judges.</li> <li>• God didn't forget His people even though they forgot Him.</li> <li>• God used Gideon to defeat the Midianites.</li> </ul>	<p>"<b>N</b>o man can serve two masters." Matt. 6:24</p>	

<p><b>Week 19:</b></p> <p><u>Gathering an Army</u></p> <ul style="list-style-type: none"> <li>Gideon chose his army as God directed so the victory would belong to God.</li> </ul> <p><u>Strange Weapons</u></p> <ul style="list-style-type: none"> <li>God gave Gideon's small army the victory over the Midianites' great army.</li> <li>Gideon's army won the battle without fighting.</li> </ul> <p><u>Samson's Birth</u></p> <ul style="list-style-type: none"> <li>Manoah and his wife were promised a special baby, who was named Samson.</li> <li>Samson was set apart before birth as a Nazirite.</li> </ul>	<p><b>"Oh</b> give thanks to the Lord, for he is good." Psalm 118:1</p>	
<p><b>Week 20:</b></p> <p><u>Samson's Strength</u></p> <ul style="list-style-type: none"> <li>God's Spirit gave Samson his great strength.</li> <li>Samson did not always obey God.</li> <li>God used Samson to deal with the Philistines.</li> <li>Our strength also comes from God.</li> </ul> <p><u>Samson's Sin</u></p> <ul style="list-style-type: none"> <li>Samson's downfall came at the hands of the Philistines.</li> <li>Even in death, Samson delivered God's people.</li> </ul> <p><u>Ruth Stays with Naomi</u></p> <ul style="list-style-type: none"> <li>Ruth leaves her home in Moab and goes to Bethlehem with Naomi.</li> <li></li> </ul>	<p><b>"P</b>raise the Lord! For it is good to sing praises to our God." Psalm 147:1</p>	

<p><b>Week 21:</b></p> <p><u>Ruth Gathers Grain</u></p> <ul style="list-style-type: none"> <li>• Ruth gleaned so that she and Naomi would have enough to eat.</li> <li>• Boaz showed kindness to Ruth.</li> </ul> <p><u>Ruth Marries Boaz</u></p> <ul style="list-style-type: none"> <li>• Boaz fulfilled his obligation as kinsman-redeemer.</li> <li>• God rewarded Ruth and Boaz and continued his plan of salvation with baby Obed.</li> </ul> <p><u>Samuel's Birth</u></p> <ul style="list-style-type: none"> <li>• Hannah prayed to God for a baby.</li> <li>• God have Hannah and her husband a baby named Samuel.</li> <li>• Samuel's life was dedicated to serving God.</li> </ul>	<p><b>"Q</b>uench not the spirit." 1 Thessalonians 5:19</p>	<p>Psalm 100: 1-5</p>
<p><b>Week 22:</b></p> <p><u>Samuel's Call</u></p> <ul style="list-style-type: none"> <li>• Samuel was given back to God for a special purpose.</li> <li>• God called Samuel to follow him.</li> </ul> <p><u>Israel Wants a King</u></p> <ul style="list-style-type: none"> <li>• Even though their request was a rejection of His kingship, God gave the Israelites a king.</li> </ul> <p><u>Saul Anointed</u></p> <ul style="list-style-type: none"> <li>• God called Samuel to anoint Israel's first king.</li> <li>•</li> </ul>	<p><b>"R</b>emember the Sabbath day, to keep it holy." Exodus 20:8</p>	
<p><b>Week 23:</b></p> <p><u>Saul's Sin and Rejection</u></p> <ul style="list-style-type: none"> <li>• Saul was rejected by God and lost the kingdom.</li> </ul>	<p><b>"S</b>eek the Lord while he may be found." Isaiah 55:6</p>	

<u>David Anointed</u> <ul style="list-style-type: none"> <li>• Samuel anointed David to be Israel's next king.</li> <li>• God promised David a kingdom that would last forever.</li> </ul> <u>David and Goliath</u> <ul style="list-style-type: none"> <li>• God helped David kill Goliath</li> <li>• God was preparing David to be king.</li> </ul>		
<b>Week 24:</b> <u>Easter Preparation:</u> <ul style="list-style-type: none"> <li>• Resurrection eggs, lesson 1: The Last Supper</li> <li>• Resurrection eggs, lesson 2: The betrayal of Judas</li> <li>• Resurrection eggs, lesson 3: The purple robe</li> <li>• Resurrection eggs, lesson 4: The crown of thorns</li> </ul>	Matthew 28:2-6	
<b>Week 25:</b> <ul style="list-style-type: none"> <li>• Resurrection eggs, lesson 5: The whip</li> <li>• Resurrection eggs, lesson 6: Carrying the cross</li> <li>• Resurrection eggs, lesson 7: The nails</li> <li>• Resurrection eggs, lesson 8: "This is the King of the Jews"</li> </ul>	Matthew 28:2-6	
<b>Week 26:</b> <ul style="list-style-type: none"> <li>• Resurrection eggs, lesson 9: Vinegar</li> <li>• Resurrection eggs, lesson 10: The burial</li> <li>• Resurrection eggs, lesson 11: The stone</li> <li>• Resurrection eggs, lesson 12: The empty tomb</li> </ul>	Matthew 28:2-6	
<b>Week 27:</b> <u>David and Jonathan</u>	<b>"Thou shall not steal."</b> Exodus 20:8	



<ul style="list-style-type: none"> <li>• Saul was jealous of David and tried to kill him.</li> <li>• God protected David.</li> </ul> <u>David Hides from Saul</u>  <ul style="list-style-type: none"> <li>• God protected David from Saul</li> <li>• David refused to kill Saul, and he waited for God to make him King.</li> </ul> <u>David the King</u>  <ul style="list-style-type: none"> <li>• After Saul's death, David was given his crown and armband.</li> <li>• David was sad to hear that King Saul and Jonathan had died.</li> <li>• David became the king of Israel (c. 1010 B.C.).</li> <li>• David kept his promise to Jonathan.</li> </ul>		
<b>Week 28:</b>  <u>David Writes Psalms</u> <ul style="list-style-type: none"> <li>• The psalms were written for worship by David and others.</li> </ul> <u>Solomon Asks for Wisdom</u> <ul style="list-style-type: none"> <li>• God blessed Solomon with the wisdom that he asked for.</li> </ul> <u>Solomon Writes Proverbs</u>	<p><b>“<u>U</u>nto thee oh God, do we give thanks.”</b>  Psalm 75:1</p>	Psalm 23
<b>Week 29:</b>  <u>Solomon Builds the Temple</u>  <u>Solomon Sins</u> <ul style="list-style-type: none"> <li>• God kept his promises to David.</li> <li>• The kingdom of Israel was divided.</li> </ul> <u>Elijah and God's Care</u> <ul style="list-style-type: none"> <li>• God sent Elijah to confront King Ahab with his wickedness.</li> </ul>	<p><b>“<u>V</u>erily, verily I say to you whoever believes has eternal life.”</b> John 6:47</p>	

<ul style="list-style-type: none"> <li>• God provided for Elijah and used him to perform miracles.</li> </ul>		
<p><b>Week 30:</b></p> <p><u>Elijah and the Prophets of Baal</u></p> <ul style="list-style-type: none"> <li>• Elijah demonstrated that the Lord is God.</li> <li>• The God of Israel is the one true God.</li> </ul> <p><u>Elijah and the Fiery Chariot</u></p> <ul style="list-style-type: none"> <li>• Elijah's work was finished, and God took him to be with Himself.</li> <li>• We will live with God forever, too.</li> </ul> <p><u>Elisha and the Oil</u></p> <ul style="list-style-type: none"> <li>• Elisha was filled with the Holy Spirit so that he could perform miracles.</li> </ul>	<p>"<b>W</b>e love him because he first loved us." 1 John 4:19</p>	
<p><b>Week 31:</b></p> <p><u>Elisha and the Shunammite Woman</u></p> <p><u>Elisha and Naaman</u></p> <ul style="list-style-type: none"> <li>• Elisha told Naaman to wash in the dirty Jordan River.</li> <li>• God helped Naaman though he was not an Israelite.</li> </ul> <p><u>Hezekiah's Reforms</u></p> <ul style="list-style-type: none"> <li>• Hezekiah trusted in the Lord and brought back true worship of God in Judah.</li> </ul>	<p>"<b>eX</b>cept ye be converted, and become as little children, ye shall not enter into the kingdom of heaven." Matthew 18:3</p>	
<p><b>Week 32:</b></p> <p><u>Assyrian Threat</u></p> <ul style="list-style-type: none"> <li>• Hezekiah asked for God's help when the Assyrian army threatened Judah.</li> <li>• God hears our prayers.</li> </ul> <p><u>Hezekiah's Illness</u></p> <ul style="list-style-type: none"> <li>• Hezekiah was given a special sign by God to confirm the promise of healing.</li> </ul>	<p>"<b>Y</b>ou are my friends, if you do whatsoever I command you." John 15: 14</p>	

<u>Jonah's Call</u> <ul style="list-style-type: none"> <li>In spite of Jonah's rebellion, God worked out his plan for Jonah.</li> </ul> <u>Jonah and the Great Fish/Nineveh Saved</u> <ul style="list-style-type: none"> <li>Jonah repented and did what God asked of him.</li> </ul>		
<b>Week 33:</b> <u>Israel's Exile</u> <ul style="list-style-type: none"> <li>God allowed the exile of His people because they constantly broke the covenant.</li> <li>God kept His promise by preserving part of His chosen people and promising their return in 70 years.</li> </ul> <u>Daniel's Obedience</u> <ul style="list-style-type: none"> <li>God blessed Daniel and his friends because they obeyed His laws.</li> </ul> <u>A Statue and a Fire</u> <ul style="list-style-type: none"> <li>God saved the lives of Shadrach, Meshach and Abednego.</li> </ul>	<u>Zaccheus</u> , hurry and come down, for I must stay at your house today." Luke 19:5	Psalm 100
<b>Week 34:</b> <u>A Powerful King? (Nebuchadnezzar's dream)</u> <ul style="list-style-type: none"> <li>God is the ruler of the world's kingdoms.</li> </ul> <u>Exiles Return to Jerusalem</u> <ul style="list-style-type: none"> <li>God kept His promise and brought some of His chosen people back to Judah after 70 years.</li> </ul> <u>Rebuilding</u> <ul style="list-style-type: none"> <li>God's chosen people rebuilt the temple and their cities.</li> </ul>	Review ABC verses	
<b>Week 35:</b>	Review ABC verses	

<u>Esther Becomes Queen</u> <ul style="list-style-type: none"> <li>• God’s hand was at work in Queen Esther’s life.</li> <li>• God protected his people who remained in the land of Babylon.</li> </ul> <u>Haman’s Plot</u> <ul style="list-style-type: none"> <li>• Haman plotted to kill the Jews.</li> <li>• Mordecai encouraged Esther to help save her people.</li> </ul> <u>Esther Saves Her People</u> <ul style="list-style-type: none"> <li>• Esther outwitted Haman.</li> <li>• God worked through the lives of Esther and Mordecai to save His people.</li> <li>• God has a plan for our lives.</li> </ul>		
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### **LESSON PLANNING AND TEACHING STRATEGIES:**

- Begin with prayer that God would help all the students to understand and apply the lessons in the passage being studied.
- Memory Work: (*Daily at the beginning of each class for 10 minutes*) Sing songs and review chants, rhymes, and question/answer recitations to review previously studied material. This is primarily a means of reviewing facts learned and committing them to memory, not the primary means of instruction.
  1. *Weekly Bible Memory Verses (ESV):*
    - a. Recite the verses together daily.
    - b. Use verses for copy work when appropriate to their reading level.
    - c. Students are tested weekly on these verses by reciting them orally.
  2. *Other Memory Work:*
    - a. These are longer pieces which the class recites together, but they are not tested on them.
- Storytelling with visuals (pictures, puppets, drawings).
- Student presentations (narrating stories and acting them out).
- Integration with art.
- Students create a Bible notebook section with memory verses and pictures with story summaries and narrations of key Bible stories.

### **GRADING GUIDELINES**

Students earn the following grades:

- E = exceeds expectations for grade level
- S+ = high mastery
- S = satisfies expectations for grade level
- N = needs improvements to meet grade level expectations
- U = unsatisfactory progress

**SCHEDULE:**

Three 45-minute periods per week – total 2.25 hours

## **Kindergarten Grammar and Composition**

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### **PRIMARY TEXTS AND MATERIALS**

*First Language Lessons*, Bauer  
Shurley Grammar Jingles (selected)  
*Visual Imaging* books, Lindamood-Bell  
AFA Oral Presentation Guidelines  
Teacher-created materials

### **GENERAL GRAMMAR AND COMPOSITION OBJECTIVES**

1. Understand that God has given us the gift of language to help us understand His Word and communicate His truth.
2. Begin to understand basic parts of speech of the English language.
3. Learn and apply simple rules that govern English grammar and sentence mechanics.
4. Develop skills for analyzing the structure of both sentences and paragraphs.
5. Learn to write sentences through imitation of good writing and poetry.
6. Develop speaking and listening skills through analysis and practice.
7. Develop an appreciation for poetry and an understanding of poetic language.

### **SPECIFIC GRAMMAR AND COMPOSITION OBJECTIVES**

(Items marked with an asterisk are not practiced in the Shurley text and must be taught independently.)

1. **Jingles:** Memorize and recite the following Shurley jingles:
  - a. Sentence
  - b. Noun
  - c. Verb
  - d. Pronoun
2. **Poems:** Memorize, discuss and recite the following poems (and record new vocabulary):
  - “Kindergarten Here We Come” – Anonymous
  - “The Caterpillar Poem” by Christina G Rossetti
  - “Ooey Gooey” by Eswin Dante Larson
  - “The Continents Tour”
  - “Twelve Month in a Year”
  - “30 Days Hath September”
  - “Seven Days in a Week”
  - “Five Oceans” song
  - “Christopher Columbus”
  - “Insects”
  - “Mammals Song”

- “Here We Go ‘Round the Year Again” (song)
- “Chicken Soup with Rice” monthly poems, Maurice Sendek
- “Got My Toothpaste”
- “African Animals”
- “Whole Duty of Children” Stevenson
- “What Can I Give Him?” Rossetti (Christmas)
- “Whistles,” Aldis
- “Shoes,” Robinson
- “Time to Rise,” Stevenson
- “Firefly,” Roberts
- “Bed in Summer,” Stevenson
- “3D Shapes”
- “Pilgrim, Pilgrim” M. Hubbard
- “Five Little Pumpkins”
- “Winter Animals”

3. **Nouns:**

- a. Understand and recite the definition of nouns.
- b. Identify nouns in sentences.
- c. Identify the singular and plural forms of nouns.
- d. Identify common and proper nouns, and correctly capitalize when writing.

4. **Verbs**

- a. Identify action verbs in sentences.

5. **Adjectives**

- a. Know the definition of an adjective and identify adjectives in sentences.

6. **Synonyms and Antonyms**

- a. Know the difference between synonyms and antonyms, and give examples.

7. **Sentence parts and structure**

- a. Identify a sentence as a statement, command, question, or exclamation.

8. **Capitalization**

- a. Establish the habit of capitalizing the first word of a sentence, the pronoun *I*, names of people, names, days of the week, months of the year.

9. **Punctuation**

- a. Establish the habit of using periods for the following: at the end of a sentence, after abbreviations, and after a numbered list.
- b. Learn to use a question mark and exclamation point at the end of a question.

10. **Writing**

- a. Write copy work and short, simple original sentences that illustrate the 4 different types of sentences.
- b. Write sentences with their spelling words, both original and as copy work.
- c. Write simple sentences from dictation with the correct end mark.

11. **Presentations**

- a. Regularly throughout the year, each child will make a presentation, along with an illustration, to the class about a book he has read or listened to.
  - i. Name 2-3 things that happened in the story
  - ii. Tell in 1 minute the main events that happened at the beginning, middle, end.
  - iii. Tell why they liked the book
- b. Class book report on "The Mitten" by Jan Brett, including understanding author, illustrator, main characters, fiction/nonfiction, and sequencing.

## 12. Narration

- a. Be able to narrate and summarize the events of a story.
- b. Be able to use precise language to describe a picture.

Basic Yearly Plan	
Lessons	Memory work
<b>Week 1:</b> Introduce Sentence Jingle Discuss/learn/identify sentences within books and reading	Sentence Jingle "Names" Poem "Kindergarten Here We Come" "The Caterpillar Poem" by Christina G Rossetti
<b>Week 2</b> Learn to identify complete sentences by listening, Learn end marks (period, question mark, exclamation point) Capital letter always starts a sentence	Sentence Jingle "Names" Poem "Kindergarten Here We Come" Days of the Week song Months of the Year song
<b>Week 3</b> Practice proper nouns by writing first names Introduce nouns, (person, place, or thing) find around the classroom	Sentence Jingle Noun Jingle "Kindergarten Here We Come" "The Months"
<b>Week 4</b> Nouns, common and proper Go on a noun hunt Learn proper noun name The "Lion and the Mouse" story narration	Sentence Jingle Noun Jingle The Continents Tour
<b>Week 5</b> Proper Nouns first and last names Copy work of proper sentences	Sentence Jingle Noun Jingle Five Oceans
<b>Week 6</b> Weather Vocabulary Finding nouns in stories and pictures	Sentence Jingle Noun Jingle "Christopher Columbus"



<b>Week 7</b> Listening and following directions Weather vocabulary Show and Tell Journal page, nouns	Sentence Jingle Noun Jingle “Song of the Insect”
<b>Week 8</b> Sentence copy work Nouns, Sentence scramble, answering questions in complete sentences.	Sentence Jingle Noun Jingle “Five Little Pumpkins”
<b>Week 9</b> Proper nouns, common nouns, copy work	Sentence Jingle Noun Jingle “Five Little Pumpkins”
<b>Week 10</b> Proper nouns, common nouns, copy work Dental Hygiene vocabulary	Sentence Jingle Noun Jingle “Got My Toothpaste” song
<b>Week 11</b> Proper nouns, common nouns, copy work Dental Hygiene vocabulary Noun collage	Sentence Jingle Noun Jingle “Got My Toothpaste” song
<b>Week 12</b> Thankful Sentences Review nouns Introduce Pronouns	Pronoun Jingle Sentence Jingle Noun Jingle “Bed in Summer”
<b>Week 13</b> Copy work Review nouns Pronouns in sentences Introduce Verbs	Pronoun Jingle Sentence Jingle Noun Jingle Verb Jingle Insect Poem
<b>Week 14</b> Verbs Christmas Nouns Copy work Days of the week	Pronoun Jingle Sentence Jingle Noun Jingle Verb Jingle Insect Poem
<b>Week 15</b> Writing Thank You notes Christmas Sentences Christmas Listening activity	Pronoun Jingle Sentence Jingle “Shoes” Noun Jingle

	Verb Jingle
<b>Week 16</b> Copy Work, Months of the Year Sentence writing -birthday months	Pronoun Jingle Sentence Jingle Noun Jingle Verb Jingle "Thirty Days Hath September" poem Mammal Song
<b>Week 17</b> Nouns as ideas "The Mitten" class book report	Pronoun Jingle Sentence Jingle Noun Jingle Verb Jingle "Thirty Days Hath September" poem Mammal Song
<b>Week 18</b> "The Mitten" Review of Nouns Copy Work Memory Work	Pronoun Jingle Sentence Jingle Noun Jingle Verb Jingle "Thirty Days Hath September" poem Winter Animals
<b>Week 19</b> Pronouns Sentence writing journal page Copy work	Pronoun Jingle Sentence Jingle Noun Jingle Verb Jingle "Whole Duty of Children"
<b>Week 20</b> Copy work, days of the week Sentence writing Pronoun Practice in sentences Replacing nouns with pronouns.	Pronoun Jingle Sentence Jingle Noun Jingle Verb Jingle 3D Shapes
<b>Week 21</b> Sentence writing Pronoun Practice in sentences Replacing nouns with pronouns.	Poem and Jingle Review
<b>Week 22</b> Verb work Pronouns in sentences Story narration	Pronoun Jingle Sentence Jingle Noun Jingle Verb Jingle "African Animals"
<b>Week 23</b>	Pronoun Jingle

Verbs in Sentences Copy Work Memory work	Sentence Jingle Noun Jingle Verb Jingle
<b>Week 24</b> Letters to Grandparents Review nouns, pronouns Sentence structure	Pronoun Jingle Sentence Jingle Noun Jingle Verb Jingle
<b>Week 25</b> Sentence structure Writing complete sentences Action Verbs	Pronoun Jingle Sentence Jingle Noun Jingle Verb Jingle
<b>Week 26</b> Journal pages Speaking/answering questions in complete sentences Action verbs	Pronoun Jingle Sentence Jingle Noun Jingle Verb Jingle
<b>Week 27</b> <b>What's in my egg project</b> Story narration, retelling a story Sorting nouns and verbs	Pronoun Jingle Sentence Jingle Noun Jingle Verb Jingle
<b>Week 28</b> Action Poem "Dancing" Journaling Action verbs	Pronoun Jingle Sentence Jingle Noun Jingle Verb Jingle
<b>Week 29</b> Noun sorting Copy work ~sentence writing Show and tell	Pronoun Jingle Sentence Jingle Noun Jingle Verb Jingle
<b>Week 30</b> Noun sorting Copy work ~sentence writing	Pronoun Jingle Sentence Jingle Noun Jingle Verb Jingle Parts of a Plant song
<b>Week 31</b> Review nouns and verbs	Pronoun Jingle Sentence Jingle

Introduce adjectives	Noun Jingle Verb Jingle Parts of a Plant song
<b>Week 32</b> Review nouns and verbs Introduce adjectives Speaking sentences with adjectives	Pronoun Jingle Sentence Jingle Noun Jingle Verb Jingle
<b>Week 33</b> Review nouns and verbs Introduce adjectives Writing sentences with adjectives	Pronoun Jingle Sentence Jingle Noun Jingle Verb Jingle
<b>Weeks 34-36</b> Review	

### **GRAMMAR AND COMPOSITION LESSON PLANNING AND TEACHING STRATEGIES:**

1. **Group Recitation** (daily at the beginning of each class)
  - a. Jingles, definitions, songs, sound-offs: Students recite to help them remember grammar vocabulary and concepts.
  - b. Poems: Students learn/recite the poem of the week.
2. **Direct Instruction**:
  - a. Use spelling words to teach nouns, verbs, pronouns and adjectives.
  - b. Use *First Language Lessons* for exercises and copy work related to learning the parts of speech and sentence structure.
  - c. Copy work
    - i. After students have learned to form letters and begin reading (January), copy work should be given 3 times per week. It should consist of simple sentences that illustrate grammar concepts being taught, simple poems they are learning, or sentences using their spelling words.
    - ii. Always read and discuss the copy work together before students write it on their own.
  - d. Students should check their copy work for accuracy themselves.
  - e. Dictation
    - i. Dictate short 4-8 syllable sentences with words that students can sound out.
    - ii. If a student needs help spelling a word, he needs to ask, "Can you sound it out with me?" They should try to write it from phonetic dictation instead of being given the spelling right away.
    - iii. The teacher marks the sentence with the spelling error, and the student finds the error and corrects (with help sounding out if necessary).

- iv. Students take turns reading the sentences.
- f. Narration (using stories and pictures)
  - i. Students take turns narrating short stories for verbal fluency and precise description of events.
  - ii. Use the *Visual Imaging* book (Lindamood-Bell), providing pictures that students can verbally describe in detail.
    - 1. Let the students see the picture for a short time; then put it away and ask questions that encourage them to call details to mind.
    - 2. Show the students the picture and have them describe it in detail to you (as if you can't see it). Tell them what their words make you picture; they should correct your image as needed using precise language.

### **HOMEWORK GUIDELINES**

No homework is given in grammar and composition in Kindergarten.

### **GRADING GUIDELINES**

Students earn the following grades:

- E = exceeds expectations for grade level
- S+ = high mastery
- S = satisfies expectations for grade level
- N = needs improvements to meet grade level expectations
- U = unsatisfactory progress

### **SCHEDULE:**

Grammar/Composition: 4 days per week, 30-minute period. Total: 2 hours per week.

## **Kindergarten History and Geography**

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### **PRIMARY TEXTS AND MATERIALS:**

*Window on the World*, Daphne Spraggett with Jill Johnstone  
*Around the Word*, Leland Graham and Traci Brandon  
*Another Trip Around the World*, Leland Graham and Traci Brandon  
*International Children*, Karen Sevaly  
*Gallop the Globe*, Pettit and Mullins  
*Wonders of America Ready-to-Read Value Pack: The Grand Canyon; Niagara Falls; The Rocky Mountains; Mount Rushmore; The Statue of Liberty; Yellowstone*  
*Ready to Read: Living in Australia*  
*Ready to Read: Living Around the World*  
*Ready to Read: Living in Russia*  
*National Geographic for Kids* class subscription  
Various history/geography books as additional teacher resources

### **GENERAL HISTORY/GEOGRAPHY OBJECTIVES**

1. Introduce students to regions and cultures of the world that will be significant as they study history in the future at AFA.
2. Establish the habit of praying for countries and their people throughout the world.
3. Integrate the study of geography with studies in science of plants and animals.
4. Learn to identify well-known stories, music and art with certain countries of the world.
5. Understand that all of history has proceeded according to God's sovereign plan, and is framed by His three great actions: the creation of the heavens and the earth, the first coming of Christ, and the consummation of all things at Christ's second coming.
6. Students will create a geography portfolio of significant places and facts studied. (One binder with sections for Bible, Science and Geography)
7. Students will be able to identify on a map the continents, oceans, and the major countries studied this year, including significant geographical features and major (famous) cities.
8. Students will grow in their ability to present information eloquently, confidently and enthusiastically.

### **SPECIFIC HISTORY/GEOGRAPHY OBJECTIVES AND BASIC YEARLY PLAN**

*Though not always listed in each section, students will learn whether Christians are free to worship in each of these countries, they will learn about missionary efforts, and will learn how to pray for the needs of each country.*

1. **Unit 1: Continent and Oceans (Weeks 1-2)**
  - a. Name and identify on a map the seven continents.
  - b. Name and identify on a map the four oceans.
  - c. Learn song for memorizing these.
  - d. Identify the difference between a map and a globe
  - e. Identify north, south, east and west on a map.
2. **Unit 2: United States (Weeks 3-4)**
  - a. Locate the United States on a world map.
  - b. Learn the first verse of the "Star Spangled Banner."
  - c. Learn the Pledge of Allegiance.
  - d. Learn about the basic freedoms we have according to our Constitution.
  - e. Understand what it means to be a "free country."
  - f. Learn the symbolism in our flag.
  - g. Know that the bald eagle is our national bird.
  - h. Learn about the White House and our current president.
  - i. Learn about the contributions of Ben Carson.
  - j. Pray for current needs of the United States.
  - k. Learn the difference between a state and a country.
  - l. Locate Virginia on a map.
  - m. Learn about the different regions of Virginia.
  - n. Know the major rivers of Virginia (Potomac, James, Shenendoah)
  - o. Know the state bird, state flower and capital of Virginia.
  - p. Know the history of the Virginia flag.
  - q. Learn the story of the Jamestown settlement, Pocohontas and John Smith
  - r. Listen to music from American composers Aaron Copland ("Appalachian Spring," and "Hoedown" or "Rodeo"; and George Gershwin ("Rhapsody in Blue")
3. **Unit 3: Germany (Weeks 5-6)**
  - a. Locate and identify Germany on a map.
  - b. Recognize the German flag and its colors, and learn the meaning behind the colors.
  - c. Recognize famous landmarks of Germany:
  - d. Learn about J.S. Bach, Beethoven and Mozart and listen to selected pieces.
  - e. Learn about Martin Luther and the 95 Theses.
  - f. Learn German words that we use every day.
  - g. Recognize Neuschwanstein Castle (the "Disney castle")
  - h. Enjoy German food and games at our own Oktoberfest.
  - i. Pray for the needs of the German people.
4. **Unit 4: Columbus (short unit for Columbus Day) (Week 7)**
  - a. Learn the story of Christopher Columbus' major accomplishments.
  - b. Learn the poem, "1492."
5. **Unit 5: Israel (Weeks 8-9 )**
  - a. Locate Israel on a map.
  - b. Learn about the meaning of their flag.
  - c. Learn about King David.

- d. Understand that Israel was the birthplace of Jesus Christ.
  - e. Learn about the terrain and weather in Israel today.
  - f. Recognize famous landmarks of Israel:
  - g. Know that Hebrew is the language of Israel and the Old Testament.
  - h. Learn to recognize and create the Star of David symbol.
  - i. Learn about the unique characteristics of the Dead Sea and identify it on a map.
  - j. Pray for the needs of Israel.
6. **Unit 6: Russia (Weeks 10-11)**
- a. Locate Russia on a map.
  - b. Recognize the Russian flag.
  - c. Recognize famous landmarks of Russia:
  - d. Learn that Russians were the first to send spacecraft into space.
  - e. Learn about Tchaikovsky and listen to the 1812 Overture and selections from the Nutcracker.
  - f. Learn about famous Russian crafts, such as nesting dolls and Faberge eggs.
  - g. Pray for the needs of Russia.
7. **Unit 7: Thanksgiving (short unit) (Week 11)**
- a. Know who the Pilgrims were and why they left England.
  - b. Know the story of the travels of the Mayflower.
  - c. Know the major facts about how Pilgrims lived at Plymouth.
  - d. Know how the Indians helped the Pilgrims.
  - e. Create Indian costumes for the Thanksgiving Feast.
8. **Unit 8: Egypt (Weeks 13-14)**
- a. Locate Egypt on a map.
  - b. Recognize the Egyptian flag and learn its meaning.
  - c. Learn about the pyramids.
  - d. Learn about the biblical history of Egypt (stories of Joseph, Moses).
  - e. Pray for the needs of Egypt.
9. **Unit 9: Greece (Weeks 15-16)**
- a. Locate Greece on a map.
  - b. Recognize the Greek flag and learn its meaning.
  - c. Learn the difference between a peninsula and an island.
  - d. Learn about the ancient Greek Olympics.
  - e. Become familiar with several Aesop's fables.
  - f. Learn about Paul and the spread of the gospel in Greece.
  - g. Pray for the needs of Egypt.
10. **Unit 10: Australia (Weeks 17-18)**
- a. Locate Australia on a map.
  - b. Recognize the Australian flag and learn about its meaning.
  - c. Learn about Samuel Leigh, missionary to Australia
  - d. Integrate with science and learn about animals peculiar to Australia (e.g., marsupials)
  - e. Learn about the Great Barrier Reef and the animals that thrive there.
  - f. Pray for the needs of Australia.



**11. Unit 11: China (Weeks 19-20)**

- a. Locate China on a map.
- b. Recognize the Chinese flag and learn about its meaning.
- c. Integrate with science and learn about animals peculiar to China (e.g., pandas).
- d. Learn how the Chinese celebrate their New Year.
- e. Learn about the Great Wall of China
- f. Read stories related to Chinese culture (*Tikki Tikki Tembo* (Mosel) *The Empty Pot* (Demi)).
- g. Listen to Chinese music and note distinctive characteristics.
- h. Observe Chinese art and note common themes.
- i. Pray for the needs of China.

**12. Unit 12: President's Day (Week 21)**

- a. Learn about the life and contributions of George Washington (read D'Aulaire's)
- b. Learn about the life and contributions of Abraham Lincoln (read D'Aulaire's)
- c. Identify the coins and bills on which we find these presidents.

**13. Unit 13: Brazil (Weeks 22-23)**

- a. Locate South America and Brazil on a map.
- b. Locate the Amazon River on a map and know why it is significant.
- c. Learn about the Amazon rainforest and the kinds of animals that live there.
- d. Learn about "Christ the Redeemer" statue in Brazil, one of the 7 wonders of the world.
- e. Listen to Brazilian music and make maracas.
- f. Pray for the needs of Brazil and South America.

**14. Unit 13: United Kingdom (Weeks 24-25)**

- a. Locate England, Scotland, Ireland and Wales on a map.
- b. Recognize the U.K. flag and learn its meaning.
- c. Learn about St. Patrick and how God used him.
- d. Learn about King James and how God used him.
- e. Learn about William Wilberforce and how God used him.
- f. Listen to music of U.K. composers: William Byrd and Ralph (Rāfe) Vaughnn Williams (hymns: "For All the Saints" and "At the Name of Jesus")
- g. Pray for the needs of the U.K.

**15. Unit 14: North and South Korea (Week 26)**

- a. Recognize the Korean countries on a map.
- b. Recognize and learn the meanings of the flags of North and South Korea.
- c. Learn about the differences between the two countries.
- d. Learn about the Christian hero, Kim Joon Hee.
- e. Learn about Tae Kwon Do (have a demonstration lesson at school).
- f. Pray for the needs of the Korean countries.

**16. Unit 15: Japan (Weeks 27-28)**

- a. Recognize the Japanese islands on a map.
- b. Recognize and learn the meaning of the Japanese flag.
- c. Learn about Japanese landmarks (Mt. Fuji, Tokyo)
- d. Learn about the Japanese cherry trees in Washington, D.C.

- e. Create an origami craft.
  - f. Pray for the needs of Japan.
- 17. Unit 16: Italy (Weeks 29-30)**
- a. Recognize Italy on a map.
  - b. Recognize and learn the meaning of the Italian flag.
  - c. Learn about inventions from Italy: eye glasses, piano, parachute, and the radio
  - d. Learn about Michelangelo and Da Vinci; recognize and name famous works of each.
  - e. Painting project: painting underneath desks like the Sistine Chapel.
  - f. Listen to Vivaldi (Four Seasons) and Rossini (William Tell Overture, Barber of Seville)
  - g. Pray for the needs of Italy.
  - h. Have an Italian feast.
- 18. Unit 17: Kenya/Africa (Weeks 31-32)**
- a. Locate the continent of Africa on a map; also locate Kenya.
  - b. Identify the equator and learn why it is so hot there.
  - c. Integrate with science and learn about the animals peculiar to Africa.
  - d. Listen to African music.
  - e. Listen to stories from Africa (Anansi, etc.)
  - f. Learn about the missionary, David Livingston
  - g. Craft project: Make a drum.
  - h. Pray for the needs of African and Kenya specifically.
- 19. Unit 18: Mexico (Weeks 33-34)**
- a. Recognize Mexico on a map.
  - b. Recognize and learn the meaning of the Mexican flag.
  - c. Learn about the Mayans and their pyramids.
  - d. Learn about the language and culture of Mexico (music, traditional clothes, food, art).
  - e. Crafts: Make piñatas and sunshine handprints.
  - f. Pray for the needs of Mexico.

### **LESSON PLANNING AND TEACHING STRATEGIES:**

1. Memory Work: (*Daily at the beginning of each class for 10 minutes*) Sing songs and review chants, rhymes, and question/answer recitations. This is primarily a means of reviewing facts learned and committing them to memory, not the primary means of instruction.
2. Read aloud stories relating to countries being studied.
3. Listen to music from the countries studied and learn about famous composers.
4. Use visuals (pictures, movies, etc.) to learn about famous sites, animals, land formations, interesting customs, etc.
5. Make crafts and artwork related to the countries studied.
6. Integrate with science units as possible.
7. Keep a binder section with the following for each country:

- a. Coloring picture of its flag
- b. Prayer list for the country
- c. Key facts learned about the country

### **HISTORY/GEOGRAPHY FIELD TRIPS AND SPECIAL EVENTS:**

- Oatlands Plantation
- Create Thanksgiving Feast costumes
- Thanksgiving Feast
- Class Olympics
- Australia Day (visit from Mrs. George)
- Chinese New Year (Chinese lunch)
- Eat with Chop sticks
- St Patrick's Day Party and Ides of March
- Cannoli Dessert
- Class Cinco de Mayo Party

### **GRADING GUIDELINES**

Students earn the following grades:

- E = exceeds expectations for grade level
- S+ = high mastery
- S = satisfies expectations for grade level
- N = needs improvements to meet grade level expectations
- U = unsatisfactory progress

### **SCHEDULE:**

Four 45-minute periods per week – total 3 hours

***Math Fact Benchmarks (K-6<sup>th</sup>)***

<b>Grade</b>	<b>Number of Problems</b>	<b>Addition (0-10)</b>	<b>Subtraction (0-20)</b>	<b>Multiplication (0-12)</b>	<b>Division (0-12)</b>
K	20	4 min. (0-5)	5 min. (0-5)		
1 <sup>st</sup>	50	3 min.	4 min. (0-10)		
2 <sup>nd</sup>	50	2.5 min.	3 min.		
3 <sup>rd</sup>	50	2 min.	2.5 min.	2.5 min. (0-10)	3 min. (0-10)
4 <sup>th</sup>	50	2 min.	2 min.	2 min.	2 min.
5 <sup>th</sup>	50	1.5 min.	1.5 min.	1.5 min.	1.5 min.
6 <sup>th</sup>	50	1.5 min.	1.5 min.	1.5 min.	1.5 min.

**Guidelines**

1. Teachers will typically give a drill sheet 4-6 times, or until 80% of the class achieves at least 95% accuracy. The highest grade achieved for a given drill sheet will be recorded.
2. Students who do not achieve 95% accuracy are expected to do extra practice at home.
3. In addition to using practice sheets and flashcards and part-whole cards, teachers will lead students towards math fact mastery in a variety of other ways, including skip counting, identifying patterns and strategies, and playing games.

## ***Kindergarten Math***

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### **Primary Texts: Singapore Standards Edition:**

*Earlybird* Textbooks A and B

*Earlybird* Teacher's Guides A and B

*Earlybird* Teacher's Resource Packs A and B

*Essential Math A*

*Essential Math B*

Kindergarten Math Readers ("big books")

*One-Minute Math Developmental Drill* (one each for addition and subtraction), Carson Dellosa

*K Math Sprints*, Bill Davidson

### **Primary Manipulatives and Visuals:**

- Rekenrek
- Ten-frame cards
- Whole-part cards (showing number bonds to 10)
- Popsicle sticks and rubber bands
- Linking cubes
- Coins
- 2-sided colored disks
- Individual student white boards or wipe-off mats

### **Supplementary Texts (teacher only):**

Singapore U.S. Edition:

Earlybird Teacher's Guides A and B

Earlybird Activity Books A and B

Engage NY Website ([www.engageny.org](http://www.engageny.org))

### **GENERAL OBJECTIVES**

1. Understand that God gave us math and numbers to help us understand His creation.
2. Develop fluency in using the language of math (see primary objectives for specific language).
3. Develop "number sense" and the ability to visualize a number line.

### **PRIMARY MATH OBJECTIVES**

(from the Singapore Standards Scope and Sequence)

#### ***Whole Numbers***

- Count objects in a set, read and write numerals to 10.
- Compare two or more sets of objects up to 10 and identify which set is equal to, more than, or less than the other.

- Count and identify 1 more than or 1 less than a number within 10.
- Understand number order and know that larger numbers describe sets with more objects in them than smaller numbers.

### ***Addition and Subtraction of Whole Numbers***

- Understand number bonds and part-whole concept.
- Understand the meaning of addition (missing whole, putting together, counting on, and simple addition stories).
- Understand the meaning of subtraction (missing part, taking away, counting back, and simple subtraction stories).
- Use concrete objects to determine the answer to addition and subtraction problems for two numbers within 10.
- Recognize when an estimate is reasonable.
- Count by 2's, and 5's within 100.
- Count by 10's within 100.

### ***Money***

- Identify and know the value of coins and use the cent symbol.
- Count combinations of coins.

### ***Time***

- Understand sequence of events.
- Demonstrate an understanding of the concept of time (morning, afternoon, evening, today, yesterday, tomorrow, week, and year).
- Name the days of the week.
- Understand the calendar as a tool for measuring time.
- Tell time to the hour (analog clock face).
- Relate time to events.

### ***Length, Weight, Mass, Capacity***

- Compare and measure length and weight by making direct comparisons with reference objects.
- Compare and measure capacity by making direct comparisons with reference objects.
- Compare and measure length, and weight using nonstandard units.
- Compare and measure capacity using nonstandard units.

### ***Geometry***

- Identify, describe, and categorize common 2-dimensional and 3-dimensional objects.
- Identify, describe, and categorize common 2-dimensional shapes, including the faces of 3-dimensional objects.
- Describe and classify common 3-dimensional shapes according to number and shape of faces, edges, and vertices.
- Describe and extend repeating patterns involving objects, colors, or shapes.

### ***Data Analysis and Probability***

- Identify, sort, and classify objects by common attributes (e.g. appearance, size, shape, color, pattern, function).
- Identify objects that do not belong to a particular group.
- Collect, organize, and represent data using objects, pictures, picture graphs, and bar graphs (within 10).

### ***Algebra Preparation***

- Solve problems involving numeric equations or inequalities.
- Use boxes and other symbols to stand for unknown numbers in expressions and equations.

## **LESSON PLANNING AND TEACHING STRATEGIES:**

### ***A. Fluency Practice (daily)***

- Counting using the Rekenrek, 10-frames, and other manipulatives.
- Counting by 1s and skip counting orally backwards and forwards.

### ***B. Problem Solving (daily)***

- Oral problem solving
- Problem solving with manipulatives

### ***C. Main Lesson (daily)***

- Teach new concept or practice/re-teach previously taught concepts
- Practice concepts in groups or individually
- Class work from Singapore Activity Books or teacher-created sheets.

### ***D. Supplemental Lesson (as needed)***

- Games and centers with manipulatives
- Workbook pages from Essential Math, Earlybird U.S. Edition, [engageny.org](http://engageny.org), or teacher-created pages

### ***E. Math Journal***

- Students will keep a math journal with sample problems from each day's lesson.

### ***F. Homework (Monday – Thursday)***

- Typically, homework would be assigned from the Standards Edition, the Essentials math text, [engagyny.org](http://engagyny.org), teacher-created sheets.
- Homework is graded for completion only.
- Homework should be used to practice concepts already learned in class. Parents should not be in the position of having to teach new concepts at home.

### ***G. Assessments***

- Eighty percent of the class should achieve mastery before moving on to the next concept.
- The teacher should assess students' understanding daily by means of
  - Practice on wipe-off boards
  - Teacher-created assessments
  - Participation in class activities and discussion

### **GRADING GUIDELINES**

Students earn the following grades:

- E = exceeds expectations for grade level
- S+ = high mastery
- S = satisfies expectations for grade level
- N = needs improvements to meet grade level expectations
- U = unsatisfactory progress

### **SCHEDULE**

5 one-hour period per week – 5 hours total



Basic Math Yearly Plan	
Week 1	Number recognition, similar and exactly the same, match and sort
Week 2	Fluency 1 to 5, number recognition, math language
Week 3	Sorting and classifying
Week 4	Fluency 1 to 10, introduce graphs, counting in lines, scattered, and in circles
Week 5	Fluency finger counting, number writing, subitizing objects, math sentences to 3
Week 6	Continue number writing and graphing
Week 7	Fluency 1 to 10 forward/backward, missing numbers, partners (numbers) of 5
Week 8	One more, one less,
Week 9	Number order,
Week 10	Introduction of Shapes,
Week 11	Shapes continued
Week 12	Introduce 3D shapes,
Week 13	Comparing Shapes, shapes review
Week 14	Patterns
Week 15	Measurements, longer/shorter (learning math language)
Week 16	Measurements, longest/shortest (learning math language)
Week 17	Measurements, tall/short and tallest/shortest
Week 18	Bigger/Smaller and Biggest/Smallest (learning math language)
Week 19	Weight, heavy and light
Week 20	Comparing weights
Week 21	Capacity volume, measuring liquids

Week 22 Comparing two sets of objects, finding equal, more, and less
Week 23 More/Fewer (100 day celebration- dates vary)
Week 24 More than
Week 25 Less than
Week 26 Comparing numbers
Week 27 Comparing sets
Week 28 Counting to 20, finding groups of 10
Week 29 10 and numbers, writing numbers 10 to 20
Week 30 10 and numbers, writing numbers 10 to 20
Week 31 10 and numbers, writing numbers 10 to 20
Week 32 Number bonds to 6
Week 33 Number bonds to 10
Week 34 Math Facts Addition
Week 35 Addition with number bonds
Week 36 Addition without number bonds
Week 37 Introduction of Subtraction
Week 38 Review

## ***Kindergarten Reading, Phonics, Spelling, Handwriting***

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### **GENERAL OBJECTIVES**

1. Appreciate that we learn phonics in order to read well, primarily so that we can read and understand God's word, the Bible.
2. Through stronger phonetic understanding, be able to comprehend and enjoy a wider variety of reading material.
3. Understand that we honor God and show thankfulness for the language He has given us when we learn our own language well and communicate with attention to correct spelling.
4. Improve analytical ability as students analyze words for applicable spelling rules.
5. Learn and practice decoding and encoding skills.
6. Improve ability to visualize symbols in order to increase visual memory.
7. Expand vocabulary and improve ability to use words correctly in sentences.
8. Integrate and reinforce grammar concepts as they apply to the spelling words.
9. Learn to write letters with proper form and with the correct pencil grip.

### **SPECIFIC OBJECTIVES**

**Objectives of the *Foundations A and B* Phonics Program: *See the Scope and Sequence for a full listing. Below are the major objectives:***

1. Know the following sounds of these single-letter phonograms:

a = /a/ - /A/  
b = /b/  
c = /k/ - /s/  
d = /d/  
e = /e/ - /E/  
f = /f/  
g = /g/ - /j/  
h = /h/  
i = /i/ - /I/  
j = /j/  
k = /k/  
l = /l/  
m = /m/  
n = /n/  
o = /o/ - /O/  
p = /p/  
r = /r/  
s = /s/ - /z/  
t = /t/  
u = /u/ - /U/  
v = /v/  
w = /w/  
x = /ks/  
y = /y/ - /i/ - /I/ - /E/  
z = /z/

2. Know the following sounds of these multi-letter phonograms:

qu = /kw/  
ai = /A/  
ar = /ar/  
au = /aw/  
aw = /aw/  
ay = /A/  
ch = /ch/  
ck = /k/  
dge = /j/  
ea = /E/  
ear = /er/  
ed = /ed/ - /d/ - /t/  
ee = /E/  
er = /er/  
ey = /A/  
ie = /I/  
igh = /I/  
ir = /er/  
ng = /ng/  
oa = /O/  
oe = /O/  
oi = /oy/  
ou = /ow/  
ough = /aw/ - /O/  
ow = /ow/  
oy = /oy/  
sh = /sh/  
tch = /ch/  
th = /th/ - /th/  
ur = /er/



3. Learn to write each phonogram with correct formation and starting points as it is introduced.
4. Identify letters as vowels or consonants.
5. Learn the following spelling rules:
  - a. "Magic E"
  - b. C rule: C says /S/ before I, E or Y.
  - c. G rule: G *may* say /J/ before I, E or Y.
6. Spelling Words: Be able to explain the rationale of each word's spelling using the spelling rules.
7. Be able to mark the spelling words with the correct symbols.
8. Determine the number of syllables in a word.
9. Sound out individual phonograms in a word, and then do the opposite – hear a word sounded out and put it together.
10. Additional objectives (not always in the *Foundations* curriculum):
  - a. Write from dictation simple sentences with spelling words.
  - b. Give a sentence orally using at least one spelling word.
  - c. Identify spelling words as nouns, verbs or adjectives.
  - d. Learn the plural forms of spelling words that are nouns.
  - e. Learn multiple meanings of spelling words.
  - f. Find appropriate synonyms and antonyms for spelling words.

**Objectives of the *Seeing Stars Decoding Workbooks*:**

1. Decode one-syllable nonwords and real words to improve word attack skills with the following vowel-consonant patterns:
  - VC, CV (red book lessons 1-34)
  - CVC (blue book lessons 1-17)
2. Immediately recognize 75 most common sight words.
3. Decode sentences to apply sight words and phonetic processing to context.
4. Visualize words, sentences and vocabulary to strengthen visual memory.
5. Spell (in writing and by visualizing) the words in each lesson.



## **LESSON PLANNING AND TEACHING STRATEGIES:**

### **General Teaching Strategies:**

1. *Multi-sensory involvement*: students *see, hear, say, and write* the phonograms and spelling words.
2. *Direct instruction*: the teacher shows through modeling and examples, and the students practice to mastery.
3. *Group response*: students chant the phonograms and spelling rules.
4. *Choral Reading*: students create their own phonics reference book and therefore internalize the concepts better.
5. *Dictation*: dictation, rather than copying, encourages students' active thinking about the words they are writing, the phonograms that comprise them, and the rules that apply.
6. *Socratic instruction*: through dialogue, students analyze the spelling words and determine the spelling rules and appropriate markings of words, applying the known to the unknown.

## **PRIMARY TEXTS AND MATERIALS:**

*Foundations A and B Teacher Manuals*

*Foundations A and B Student Workbooks*

*Phonogram Game Cards (1 per 2 students)*

*Phonogram Flashcards*

*Spelling Rule Flashcards*

*Seeing Stars Decoding Workbooks, Books 1 (red) and 2 (blue)*

Literature Books (one per student):

*Foundations Readers*

*A Beka Basic Phonics Readers*

*Fun with Pets*

*Tiptoes*

*Stepping Stones*

*Secrets and Surprises*

*Little Bear books*

Zaner-Bloser K Teacher Manual

Zaner-Bloser K Student Workbook (1 per student)

Zaner-Bloser K Practice Masters (1 set for teacher; can copy for class)

### **Overview of Typical Lessons**

#### **Notes:**

In general, follow the *Foundations* teacher's manual for completion of the following.

- Worksheets in the Foundation A and B student workbooks as directed in the teacher's manual

- Play phonograms games and activities, including the phonogram card games. These activities often require movement which is important in Kindergarten.
- Homework may include:
  - One page of handwriting practice per night, Monday – Thursday.
  - Each night, students will read aloud their spelling words to their parents.
  - Students will also read aloud each night to their parents from the readers/books.
  - Advanced students may read any book of their choice instead. (Contact the parent and let them know this special arrangement.)
  - Students will read pages from Seeing Stars in class. They will re-read at home for their parents.

Basic Yearly Plan				
WEEK	Foundations	ZB Handwriting	Seeing Stars	Reading Books
WK 1 3 days	<b><u>LESSON 1:</u></b> <b>Phonemic Awareness</b> How sounds are formed and make words	Pencil grip Strokes		
	<b><u>LESSON 2:</u></b> <b>Phonemic Awareness</b> Forming compound words (orally) Play “I Spy” using unglued words: “I spy a c-a-t.”	“		
	<b><u>LESSON 3:</u></b> <b>Phonemic Awareness</b> Blending sounds to make words (orally)	“		
WK 2 4 days	<b><u>LESSON 4</u></b> <b>Phonemic Awareness</b> /th/ and /TH/ -- voiced and unvoiced <i>Use the “multi-sensory fun” game on p. 16.</i>			
	<b><u>LESSON 5</u></b> <b>Phonemic Awareness</b> Compare /s/, /z/, /th/ -- voiced and unvoiced  <b>The Phonogram a</b> Introduce “a” phonogram using flashcard – only introduce 1 <sup>st</sup> sound	L5: “a” pages: Students say the sound while writing.  Be sure they start <u>under</u>		

Basic Yearly Plan				
WEEK	Foundations	ZB Handwriting	Seeing Stars	Reading Books
	for now. Talk about words that start with short a. (Most students know the single letter sounds, so spend more time learning to write properly.) Find words in Doodling Dragons that use only the short /a/ sound.	the dotted middle line.		
	<b><u>REVIEW LESSON A</u></b> <b>Phonemic Awareness Assessment</b>			
	<b><u>LESSON 6</u></b> <b>Phonemic Awareness</b> Blending words Listening for Sounds  <b>The Phonogram d</b> In addition to the book: Have students write from dictation /a/ and /d/.  Then have them learn to blend <i>ad</i> and <i>da</i> .  <i><b>Dictation:</b> Have them write <i>ad</i> and <i>da</i> from dictation. <u>When you dictate, have the students look at you first. Use fingergrams (left to right) for each sound.</u> Then they write.</i> <i><b>Dictation note:</b> Always put the right answer on the board after students write. Have them dictate the sounds as you write them. Then they check their own work.</i>	L6: "d" pages: Have them start under the middle line, just like an "a."  Writing and reading <i>ad</i> and <i>da</i>		
WK 3	<b><u>LESSON 7</u></b> <b>Phonemic Awareness:</b> Listen for sounds at the beginning of words  <b>Phonogram Practice:</b> Review /a/ and /d/ per p. 36	Review a and d  Write from dictation		

Basic Yearly Plan				
WEEK	Foundations	ZB Handwriting	Seeing Stars	Reading Books
	<b>Dictation:</b> Have students write single sounds and combined sounds ( <i>da</i> and <i>ad</i> ) from dictation.			
	<p><b>LESSON 8</b></p> <p><b>Phonemic Awareness</b> Listening for beginning sounds; blending sounds into words</p> <p><b>The Phonogram g</b> Introduce only the 1<sup>st</sup> sound for now. Have students write and say the sound using ZB pages.</p> <p><b>Dictation:</b> Have students write single sounds and combined sounds (<i>da, ga, ag, ad, dag</i> and <i>gad</i>) from dictation. <u>Use fingergrams for dictation.</u></p> <p><b>Matching Bookface (8.3)</b> and written phonograms</p>	L8: "g" pages		
	<p><b>LESSON 9:</b></p> <p><b>Phonemic Awareness</b> Beginning sounds and blending</p> <p><b>The Phonogram c /k/</b> Introduce only the 1<sup>st</sup> sound /k/ for now. Have students write and say the sound using ZB pages.</p> <p><b>Matching Phonograms 9.2</b></p> <p><b>Dictation:</b> Have students write single sounds and combined sounds (<i>c, g, ca, ac, cad, dac, cag, da, ga, ag, ad, dag, gad, etc.</i>) from dictation. <u>Use fingergrams for dictation.</u></p> <p><b>Foam Letters:</b></p>	L9: "c" lessons		

Basic Yearly Plan				
WEEK	Foundations	ZB Handwriting	Seeing Stars	Reading Books
	<p>Introduce this set of letters and magnetic boards (1 set per 2 children).</p> <p>Students make the nonsense words you dictate.</p> <p><b>HW:</b></p> <ul style="list-style-type: none"> <li>Create a list of nonsense words that students will read to their parents 3 times. Use the ZB free online page. <b>Send with a note to parents that all vowels will have short sounds so far.</b></li> <li></li> </ul>			
	<p><b><u>LESSON 10</u></b></p> <p><b>Phonemic Awareness</b></p> <p>Practice blending; learn to segment (“unglue”) words into their individual sounds.</p> <p><b>The Phonogram o</b></p> <p>Only teach the 1<sup>st</sup> short sound for now.</p> <p><b><i>Dictation:</i></b> Have students write single sounds and combined sounds (using all known phonograms) from dictation. <u>Use fingergrams for dictation.</u></p> <p><b><i>Foam Letters:</i></b> Students make and read nonsense words that you dictate.</p> <p>As always, have them dictate each sound back to you (in unison) while you write the correct answer on the board.</p>	L10: “o” lessons		

Basic Yearly Plan				
WEEK	Foundations	ZB Handwriting	Seeing Stars	Reading Books
	<b>HW:</b> Create a list of nonsense words that students will read to their parents 3 times			
	<b><u>REVIEW LESSON B</u></b> <b>Phonemic Awareness Assessment</b>  <b>Phonogram Assessment</b>  <b>Handwriting Assessment</b>  <b>Choose extra practice activities, p. 56, if needed.</b>  <i><b>Written Dictation and Foam Letter Practice</b></i>  <b>HW:</b> Create a list of nonsense words that students will read to their parents 3 times			
<b>WK 4</b>	<b><u>LESSON 11</u></b> For each lesson, continue: <ul style="list-style-type: none"> <li>• <b>Phonemic Awareness</b> section in each lesson</li> <li>• <b>Review phonograms learned to date using flashcards</b></li> <li>• Skip the Foundations Handwriting sections.</li> <li>• <b>Write</b> new phonograms using the ZB pages instead of Foundations.</li> <li>• <b>Dictate</b> single-sound and nonsense words that students write.</li> <li>• Have students create words you dictate using <b>foam letters</b>.</li> <li>• Completing <b>worksheets and activities</b> as directed by the teacher's manual.</li> </ul> <b>HW:</b> Create a list of nonsense words that students will read to their parents 3 times			

Basic Yearly Plan				
WEEK	Foundations	ZB Handwriting	Seeing Stars	Reading Books
	<p><b><u>LESSON 12</u></b>  <b>Preparation:</b> Use the Zaner-Bloser free version to create a handwriting worksheet for the <i>qu</i> phonogram: <a href="https://www.zaner-bloser.com/zb-fontsonline-plus">https://www.zaner-bloser.com/zb-fontsonline-plus</a></p> <p><b>Phonemic Awareness</b>  Orally blending consonants  Segmenting words</p> <p><b><i>Review Phonogram Flashcards</i></b></p> <p><b>The Phonogram qu</b></p> <p><b>Dictation of sounds and nonsense words</b>  qu  qua, quo, ac, ag, oc, etc.</p> <p><b>Foam Letters</b></p> <p><b>HW:</b> Create a list of nonsense words that students will read to their parents 3 times</p>	<p>Write <i>qu</i> with teacher-created pages using the ZB free online link.</p>		
	<p><b><u>LESSON 13</u></b>  <b>Phonemic Awareness</b>  Sort vowels and consonants  Blend consonants</p> <p><b><i>Review Phonogram Flashcards</i></b></p> <p><b>Dictation/review of sounds and nonsense words</b></p> <p><b>Foam Letters</b></p> <p><b>HW:</b> Create a list of nonsense words that students will read to their parents 3 times</p>	<p>Teacher-created “qu” lessons</p>		

Basic Yearly Plan				
WEEK	Foundations	ZB Handwriting	Seeing Stars	Reading Books
	<p><b><u>LESSON 14</u></b>  <b>The Phonogram s</b>  (1<sup>st</sup> sound only)</p> <p><b>Phonemic Awareness</b>  Distinguish vowels and consonants;  vowels in isolation</p> <p><b><i>Review Phonogram Flashcards</i></b></p> <p><b>Matching Phonograms 14.1</b></p> <p><b>Dictation</b>  s, os, sa, sad, sag, sac, so, sog, sod, etc.  (Oh, wow, some real words finally!)</p> <p><b><i>Note:</i></b> <i>Since we have not introduced the other sounds of a and o, real words like as and so won't work for dictation just yet.</i></p> <p><b>Foam Letters</b></p> <p><b>HW:</b> Create a list of nonsense words that students will read to their parents 3 times</p>	L14: "s" lessons		
	<p><b><u>LESSON 15</u></b>  <b>Phonemic Awareness</b>  Phonograms at beginning of words  Blending consonants  Vowels in isolation</p> <p><b><i>Review Phonogram Flashcards</i></b></p> <p><b>Dictation</b></p> <p><b>Foam Letters</b></p> <p><b>HW:</b> Create a list of nonsense words that students will read to their parents 3 times</p>	L15: "s" lessons		



Basic Yearly Plan				
WEEK	Foundations	ZB Handwriting	Seeing Stars	Reading Books
WK 5	<b><u>REVIEW LESSON C</u></b> <b>Phonemic Awareness Assessment</b>  <b>Handwriting Assessment</b>  <b>Phonogram Assessment</b>  <b>Pick Practice Ideas, p. 79</b>  <b>HW:</b> Create a list of nonsense words that students will read to their parents 3 times			
	<b><u>LESSON 16</u></b> <b>Phonemic Awareness</b> Distinguish vowel sounds Segment words  <b><i>Review Phonogram Flashcards</i></b>  <b>The Phonogram t</b>  <b>Dictation</b> a, o, s, g, d, c, qu, ad, ag, ac, qua, etc.  <b>Foam Letters</b>  <b>HW:</b> Create a list of nonsense words that students will read to their parents 3 times	L16: "t" pages		
	<b><u>LESSON 17</u></b> <b>Phonemic Awareness</b> Phonograms at the beginning Blending 17.1  <b><i>Review Phonogram Flashcards</i></b>  <b>The Phonogram i</b> Use only the 1 <sup>st</sup> sound for now.  <b>Dictation</b>	L17: "i" pages		

Basic Yearly Plan				
WEEK	Foundations	ZB Handwriting	Seeing Stars	Reading Books
	si, di, ti, it, id, qui, ci, sit, id, did, dig, gid, gad, god, cod, etc.  <b>Foam Letters</b>  <b>HW:</b> Create a list of nonsense words that students will read to their parents 3 times			
	<b><u>LESSON 18 – 19</u> (continue with usual practices above)</b>	L18: “p” pages		
WK 6	<b><u>LESSON 20</u></b> <b>Phonemic Awareness</b>  <i>Review Phonogram Flashcards</i>  <b>The Phonogram u</b>  <b>Dictation</b>  <b>Foam Letters</b>	L20: “u” pages		
	<b><u>REVIEW LESSON D</u> (follow manual)</b>			
	<b><u>LESSON 21</u></b> <b>Phonemic Awareness</b>  <i>Review Phonogram Flashcards</i>  <b>The Phonogram j</b>  <b>Phonogram Practice (fun game here you can use for other days, too)</b>  <b>Words</b> You have been dictating nonsense words before this point, though the curriculum has not included it. Now you will dictate words from a list using the “official” dictation procedure using real spelling words. Just follow the manual.	L21: “j” pages		

Basic Yearly Plan				
WEEK	Foundations	ZB Handwriting	Seeing Stars	Reading Books
	<p><b><i>Foam Letters:</i></b> Create spelling words with foam letters.</p> <p><b>Reading</b></p> <p><b>HW:</b> Prepare a list of these spelling words for students to read aloud to their parents 3 times. Use the ZB site.</p>			
	<p><b><u>LESSON 22</u></b> <b>Phonemic Awareness</b></p> <p><b><i>Review Phonogram Flashcards</i></b></p> <p><b>The Phonogram w</b> Do some “W Day” activities</p> <p><b>Phonogram Practice</b></p> <p><b>Words</b> Dictate words to spell following the procedure in the manual.</p> <p><b><i>Foam Letters</i></b></p> <p><b>Reading</b></p> <p><b>HW:</b> Prepare a list of these spelling words for students to read aloud to their parents 3 times. Use the ZB site.</p>	L22: “w” pages		
	<p><b><u>LESSON 23</u></b> <b>Phonemic Awareness</b></p> <p><b><i>Review Phonogram Flashcards</i></b></p> <p><b>Phonogram Practice</b></p> <p><b>Words</b></p>			

Basic Yearly Plan				
WEEK	Foundations	ZB Handwriting	Seeing Stars	Reading Books
	<p>Dictate new list</p> <p><b>Reading</b></p> <p><b>HW:</b> Prepare a list of these spelling words for students to read aloud to their parents 3 times. Use the ZB site.</p>			
	<b>Extra day of practice/catch up</b>			
WK 7	<p><b><u>LESSON 25</u></b> <b>Phonemic Awareness</b></p> <p><i>Review Phonogram Flashcards</i></p> <p><b>The Phonogram r</b> This is not pronounced /er/ since there are other phonograms that say /er/ such as <i>er, ir, ur, ear</i>.</p> <p><b>Skip Phonogram Practice</b></p> <p><b>Dictate nonsense words that have many r's.</b></p> <p><b>Words</b> Dictate new spelling words. They can either write them or use foam letters.</p>	L25: "r" pages		
	<p><b><u>REVIEW LESSON E</u></b> Give assessments as manual directs.</p>			
	<p><b><u>LESSONS 26</u></b> Follow daily practices as above.</p> <p><b>Reading:</b> Here you will introduce that "s" has a second sound, /z/. Practice the "s" card by having them repeat /s/, /z/ with a pause between. Use your fingers to show them the # of each sound.</p>	L26: "n" pages		

Basic Yearly Plan				
WEEK	Foundations	ZB Handwriting	Seeing Stars	Reading Books
	Then you can teach the lesson on plurals			
	<b><u>LESSON 27</u></b> <b>Phonemic Awareness</b> Be sure to practice phonogram cards with only first sounds except for /s/ - /z/.  <b>The Phonogram m</b>  <b>Phonogram Practice - Bingo</b>  <b>Reading</b>  <b>Words</b> Writing words with spaces between	L27: "m" pages		
WK 8	<b><u>LESSON 28</u></b> <b>Phonemic Awareness</b>  <i>Practice all phonogram cards</i>  <b>Words</b> Dictate new spelling words <i>Extension: practice making these plural</i>  <b>Reader 2:</b> See note under "Reading Books"			Foundations Reader 2 (may skip the gluing and just write the words for them to read)
	<b><u>LESSON 29 (2 days)</u></b> <b>Phonemic Awareness</b>  <i>Practice all phonogram cards</i>  <b>The Phonogram e</b>  <b>Foam Letters (words and nonsense words with "e")</b>	L29: "e" pages		

Basic Yearly Plan				
WEEK	Foundations	ZB Handwriting	Seeing Stars	Reading Books
	<b>Phonogram Practice game (if time)</b>			
	<b><u>CONTINUE WITH LESSON 29</u></b> <i>Practice all phonogram cards</i>  <b>Dictate new spelling words</b> <i>Extension: Students write them again and make them plural.</i>  <b>Reading:</b> Can skip the cutting and just read words from the board.	L29: more "e" pages		
	<b><u>LESSON 30 (2 days)</u></b>  <b>The Phonogram I</b>  <b>Phonemic Awareness</b>  <i>Practice all phonogram flashcards</i>  <b>Phonogram Practice</b>  <i>Dictate real and nonsense words with phonograms learned to date.</i>	L30: "l" pages		
	<b><u>CONTINUE WITH LESSON 30</u></b>  <i>Practice all phonogram flashcards</i>  <b>Foam Letter Practice</b>  <b>Dictate new spelling words</b> <i>Extension: Students write them again and make them plural.</i>  <b>Reading:</b> Reader 3: Again, can skip the cutting and just read words from the board			

Basic Yearly Plan				
WEEK	Foundations	ZB Handwriting	Seeing Stars	Reading Books
	<p>Read aloud <i>The Keeping Quilt</i>  <i>Idea:</i> Each student gets a half piece of poster board. They write the words on index cards (blank side) and make their own quilt by gluing the index cards to the poster. They can decorate each card around the edges if time. Can hang in the hall if they are neat.</p> <p><b><i>HW: Read list of new words to parents 3 times.</i></b></p>			
WK 9	<p><b><u>REVIEW LESSON F</u></b>            Give assessments as directed in the manual.</p>			
	<p><b><u>LESSON31(2 DAYS)</u></b></p> <p><b>The Phonogram b</b></p> <p><i>Practice all phonogram cards</i></p> <p><b>Phonogram Practice – play Phonogram Circuit</b></p> <p><i>Foam Letters</i></p> <p><i>Dictate nonsense words for students to write using b and phonograms learned so far.</i></p> <p><b>Words</b>            Dictate new spelling words</p> <p><b><i>HW: Read list of new words to parents 3 times.</i></b></p>	L31: “b” pages		
	<p><b><u>LESSON 32</u></b>  <b>Phonemic Awareness</b></p> <p><b>The Phonogram h</b></p>	L32: “h” pages		Let’s Read 1, p. # ____

Basic Yearly Plan				
WEEK	Foundations	ZB Handwriting	Seeing Stars	Reading Books
	<p><b><i>Dictate nonsense words (2- and 3-letter) that frequently have h.</i></b></p> <p><b>Words</b> Dictate new spelling words <i>Extension: Write the plurals.</i></p> <p>If time permits, do <b>Phonogram Practice</b> game and/or <b>Foam Letters</b>.</p> <p><b><i>HW: Read list of new words to parents 3 times.</i></b></p>			
WK 10	<p><b><u>LESSON 33 (2 DAYS)</u></b></p> <p><b>Phonemic Awareness</b> Use the foam letters for this exercise. Blending <i>nk</i> may be hard. May need to use the spelling words as examples.</p> <p><b><i>Practice all phonogram cards</i></b></p> <p><b>The Phonogram k</b> (Only 1<sup>st</sup> sound: tell them this is “tall /k/”)</p> <p>If you want them to write a <i>c</i>, then you say /k/. If you want them to write a <i>k</i>, you say “tall /k/.”</p> <p><b><i>Foam Letters</i></b></p> <p><b><i>Dictate 2- and 3-letter words using k.</i></b></p> <p><b>Words</b> Dictate new spelling words.</p> <p><b>Reading Practice</b> Matching Game</p>	L33: “k” pages		



Basic Yearly Plan				
WEEK	Foundations	ZB Handwriting	Seeing Stars	Reading Books
	<p>The Blending Game can be played as a group if time.</p> <p><i>HW: Read list of new words to parents 3 times.</i></p>			
	<p><b><u>LESSON 34 (2 DAYS)</u></b>  <b>Phonemic Awareness</b>            Use the foam letters.</p> <p><b>The Phonogram f</b></p> <p><b>Skip Phonogram Practice</b> (blind writing)            Instead dictate 2- and 3-letter words using <i>f</i>.</p> <p><b>Words</b>            Dictate new spelling words</p> <p><i>HW: Read list of new words to parents 3 times.</i></p>	L34: "f" pages		
WK 11	<p><b><u>LESSON 35 (2 DAYS)</u></b>  <b>Phonemic Awareness</b></p> <p><i>Practice all phonogram cards</i></p> <p><b>The Phonogram v</b></p> <p><b>Matching Bookface, 35.2</b></p> <p><i>Dictate nonsense words (2- and 3-letter) that frequently have v.</i></p> <p><b>Words</b>            Dictate new spelling words</p> <p><b>Reading Practice</b></p>	L35: "v" pages		Reader 5

Basic Yearly Plan				
WEEK	Foundations	ZB Handwriting	Seeing Stars	Reading Books
	<p><i>Read through the list of words under "Charades" first 3 times chorally.</i></p> <p>Reader 5 – can skip the gluing</p> <p><b><i>HW: Read list of new words to parents 3 times.</i></b></p>			
	<p><b><u>REVIEW LESSON G</u></b></p> <p><b>Follow the lesson as written</b></p>			
WK 11-12	<p><b><u>LESSON 36 (2 days)</u></b></p> <p><b>Phonemic Awareness</b></p> <p><i>Practice all phonogram cards to date.</i></p> <p><b>The Phonogram x</b> (1<sup>st</sup> sound only)</p> <p><i>Dictate nonsense words (2- and 3-letter) that frequently have x.</i></p> <p><b>Words</b> Dictate new spelling words</p> <p><b>Reading Practice</b> Matching and High Frequency Words</p> <p><b><i>HW: Read list of new words to parents 3 times.</i></b></p>	L36: "x" pages		
	<p><b><u>LESSON 37 (2 DAYS)</u></b></p> <p><b>Phonemic Awareness</b></p> <p><i>Practice all phonogram cards</i></p> <p><b>The Phonogram y</b> (Only 1<sup>st</sup> sound)</p>	L37: "y" pages		

Basic Yearly Plan				
WEEK	Foundations	ZB Handwriting	Seeing Stars	Reading Books
	<p><i>Dictate nonsense words (2- and 3-letter) that frequently have y.</i></p> <p><b>Phonogram Practice</b></p> <p><b>Words</b> Dictate new spelling words</p> <p><b>Reading Practice</b> If short on time, instead of cutting, you could write a list of words on the board, and students could write the phrases on paper. They could work in groups of 2 for this to come up with the phrases, but both would write on their own papers.</p> <p><b>Read and Move Blending Practice</b></p> <p><i>HW: Read list of new words to parents 3 times.</i></p>			
WK 12-13	<p><b><u>LESSON 38 (2 DAYS)</u></b></p> <p><b>Phonemic Awareness – Teach 2<sup>nd</sup> sounds of vowels (their names).</b></p> <p><i>Review vowel cards several times through, saying 1<sup>st</sup> and 2<sup>nd</sup> sounds. Students should say both sounds when reviewing cards from this point on.</i></p> <p><i>Review all phonogram cards.</i></p> <p><b>The Phonogram z</b></p> <p><i>Dictate nonsense words (2- and 3-letter) that frequently have z.</i></p> <p><b>Phonogram Practice</b></p>	L38: “z” pages		

Basic Yearly Plan				
WEEK	Foundations	ZB Handwriting	Seeing Stars	Reading Books
	<b>Words</b> Dictate new spelling words  <b>Reading Practice</b> High Frequency Words  <i>HW: Read list of new words to parents 3 times.</i>			

	<u><b>LESSON 39</b></u>  <b>Teach as directed.</b>  <b>Celebrate with some ideas from Lesson 40 the same day.</b>			
	<u><b>REVIEW LESSON H</b></u>  <b>Assess as directed.</b>			

FOUNDATIONS B				
WK 14	<u><b>LESSON 41</b></u>  <b>Phonemic Awareness</b>  <i>Practice all phonogram cards.</i>  <b>The Phonogram sh</b>  <i>Dictate nonsense words (2- and 3-letter) that frequently have sh - students write.</i>  <b>Phonogram Practice (game)</b>  <b>Words</b>	L41: Uppercase S pages		<i>Alpha Phonics (AP) lessons 1-2 (note the 2<sup>nd</sup> sound of s in has - - /z/.</i>

	<p>Dictate new spelling words</p> <p><b>Reading Practice</b></p> <ol style="list-style-type: none"> <li>1. Follow <i>Foundations</i> manual</li> <li>2. Read <i>Alpha Phonics</i> lessons listed (make copies for students) <ol style="list-style-type: none"> <li>a. 1<sup>st</sup>, read aloud to students while they follow along.</li> <li>b. The class reads chorally.</li> </ol> </li> </ol> <p><b><i>Foam Letter practice making words (real and nonsense)</i></b></p> <p><b>HW: AP Lessons 1-2</b> (read aloud to parents)</p>			
	<p><b><u>LESSON 42 (2 days)</u></b></p> <p><b>The Phonogram th</b></p> <p>Day 1: Teach the unvoiced 1<sup>st</sup> sound.</p> <p><b><i>Foam Letters:</i></b></p> <p>Dictate real and nonsense words using the 1<sup>st</sup> sound of <i>th</i>. Can use words from AP lesson 21.</p> <p><b><i>Dictate real and nonsense words (2-4 letters) that frequently have the 1<sup>st</sup> sound of th – students write.</i></b></p> <p><b>42.1 Matching Phonograms</b></p> <p><b>Play a phonogram game of your choice</b></p>	<p>L42: Uppercase T pages</p>		<p>AP lesson 21</p>

### **HOMEWORK GUIDELINES**

**Spelling/Phonics:**

1. Students read aloud their spelling words to a parent (the words that will be on the Friday test).
2. Students will take home their quick quiz each day, Tuesday through Thursday, and write 3 times each word missed for homework.

**Reading Homework:**

1. Assign home reading of 2 *Seeing Stars* pages each week (pages already completed in class).
2. Alternate *Seeing Stars* pages with reading from their literature books.
3. Students should re-read aloud to parents the same sections they have already read in school.

**GRADING GUIDELINES**

Students earn the following grades:

- E = exceeds expectations for grade level
- S+ = high mastery
- S = satisfies expectations for grade level
- N = needs improvements to meet grade level expectations
- U = unsatisfactory progress

Handwriting, Spelling and Reading are listed as separate grades on the report card.

**SCHEDULE:**

Five 1.5-hour periods per week – total 7.5 hours

**KINDERGARTEN READ-ALoud LITERATURE**

<b><u>TITLE</u></b>	<b><u>AUTHOR</u></b>
<i>A Big Ball of String</i>	Holland
<i>A Hole is to Dig</i>	Krauss
<i>A Little House of your Own</i>	De Regniers
<i>A Pocketful of Cricket</i>	Caudill
<i>A Tree is Nice</i>	Udry
<i>Amelia Bedelia</i>	Parish
<i>Angus and the Cat</i>	Flack
<i>Are You My Mother</i>	Eastman
<i>Ask Mr. Bear</i>	Flack
<i>Bill and Pete (and B. and P. Go Down the Nile)</i>	De Paola
<i>Birthday for Francis, A</i>	Hoban
<i>Blueberries for Sal</i>	McCloskey
<i>Bread and Jam for Francis (any Frances books)</i>	Hoban

<i>Cactus Hotel</i>	Guiberson
<i>Caps for Sale</i>	Slobodkina
<i>Cat in the Hat, The</i> (or other Seuss books)	Seuss
<i>Chair for My Mother, A</i>	Williams
<i>Clifford the Big Red Dog</i>	Bridwell
<i>Come On, Rain!</i>	Hesse
<i>Corduroy</i>	Freeman
<i>Curious George</i> (series)	Rey
<i>Danny and the Dinosaur</i>	Hoff
<i>Do You Want to Be My Friend?</i>	Carle
<i>Each Peach, Pear, Plum</i>	Ahlberg
<i>Egg, The</i>	Robertson
<i>Extraordinary Egg, An</i>	Lionni
<i>First Thanksgiving Day, The</i>	Melmed
<i>Follow the Dream: The Story of Columbus</i>	Sis
<i>Flap Your Wings</i>	Eastman
<i>Floss</i>	Lewis
<i>Frederick</i>	Lionni
<i>Frog and Toad</i> (series)	Lobel
<i>George and Martha</i> (series)	Marshall
<i>Go, Dog, Go!</i>	Eastman
<i>Gregory's Shadow</i>	Freeman
<i>Harold and the Purple Crayon</i>	Krauss
<i>Harry the Dirty Dog</i> (series)	Zion
<i>Henry and Mudge</i> (series)	Rylant
<i>Hi, Cat!</i>	Keats
<i>Hide and Seek Fog</i>	Tresselt
<i>House for Hermit Crab, A</i>	Carle
<i>How to Make an Apple Pie and See the World</i>	Priceman
<i>Hubert's Hair-Raising Adventure</i>	Peet
<i>I Love You, Mouse</i>	Graham
<i>I Wish That I Had Duck Feet</i>	LeSeig
<i>If You Give a Mouse a Cookie</i>	Numeroff
<i>If You Give a Pig a Pancake</i>	Numeroff
<i>Important Book, The</i>	Brown
<i>Ira Sleeps Over</i>	Waber
<i>Julius</i>	Hoff
<i>Katy and the Big Snow</i>	Burton
<i>Katy No-Pocket</i>	Payne
<i>Keeping Quilt, The</i>	Polacco
<i>Keep the Lights Burning, Abbie</i>	Roup
<i>Little Bear</i> (series)	Minarik
<i>Little Engine That Could</i>	Piper
<i>Little Fir Tree, The</i>	Brown
<i>Little House, The</i>	Burton

<i>Little Red Hen, The</i>	Galdone
<i>The Frogs and Toads All Sang</i>	Lobel
<i>Lyle, Lyle Crocodile</i>	Waber
<i>Madeline (series)</i>	Bemelmans
<i>Magic Fish, The</i>	Littledale
<i>May I Bring a Friend?</i>	De Regniers
<i>Mike Mulligan and His Steam Shovel</i>	Burton
<i>Millions of Cats</i>	Gag
<i>Miss Nelson is Missing! (series)</i>	Allard
<i>Mother Goose rhymes</i>	any
<i>Mr. Grumpy's Outing</i>	Burningham
<i>Mr. Putter &amp; Tabby (series)</i>	Rylant
<i>Mr. Willowby's Christmas Tree</i>	Barry
<i>Nate the Great (series)</i>	Sharmat
<i>New Coat for Anna, A</i>	Ziefert
<i>Owl at Home</i>	Lobel
<i>Owl Moon</i>	Yolen
<i>Ox-Cart Man</i>	Hall
<i>Pancakes, Pancakes!</i>	Carle
<i>Peter's Chair</i>	Keats
<i>Play with Me</i>	Ets
<i>Pumpkin Moonshine</i>	Tudor
<i>Roxaboxen</i>	McLerran
<i>Sam and the Firefly</i>	Eastman
<i>Sammy the Seal</i>	Hoff
<i>Seven Silly Eaters, The</i>	Hoberman
<i>Snowy Day, The</i>	Keats
<i>Snuggle Bunny, The</i>	Jewell
<i>Stellaluna</i>	Brett
<i>Stone Soup</i>	Brown
<i>Stop That Ball!</i>	McClintock
<i>Stopping By Woods on a Snowy Evening</i>	Jeffers
<i>Story about Ping, The</i>	Flack
<i>Story of Ferdinand, The</i>	Leaf
<i>Tale for Easter, A</i>	Tudor
<i>Three Billy Goats Gruff</i>	Galdone
<i>Twelve Days of Christmas, The</i>	Brett
<i>Very Busy Spider, The</i>	Carle
<i>Very Hungry Caterpillar, The</i>	Carle
<i>Walter the Baker</i>	Carle
<i>Walter the Lazy Mouse</i>	Flack
<i>What Do You Do, Dear?</i>	Joslin
<i>What Do You Do With a Tail Like This?</i>	Jenkins & Page
<i>What Do You Say, Dear?</i>	Joslin
<i>Where the Wild Things Are</i>	Sendak



## **Kindergarten Life Science**

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### **PRIMARY TEXTS AND MATERIALS:**

*My Father's World*

*Shake and Learn Science* CD

Library books and teacher-created materials

Movies / Internet photos

### **GENERAL OBJECTIVES**

- Develop an increasing appreciation of the orderly and wondrous way God has designed His creation.
- Explore the ways in which the creation reveals the attributes of God.
- Observe experimental results and ask questions to learn more.
- Learn by drawing, labeling, describing, and observing.
- Compare and contrast characteristics.

### **SPECIFIC OBJECTIVES AND BASIC YEARLY PLAN**

#### **Weeks 1-3**

##### Unit 1: Butterflies

- Vocabulary: *metamorphosis, caterpillar, pupa*
- Observe monarch butterflies from the egg to the adult stage in the classroom, then set the adult butterflies free.
- Learn the four stages of their life cycle.
- Learn about monarch migration.
- Go on a Butterfly Hunt
- Relate butterfly metamorphosis to becoming a new creation in Christ.

#### **Weeks 4-5**

##### Unit 2: Frogs

- Vocabulary: *tadpole, amphibian*
- Learn the defining characteristic of amphibians.
- Learn how a frog uses his tongue wisely to catch his food.
- Relate to how we can use our tongues wisely.
- Learn the stages of frog development.
- Observe tadpoles change into frogs.

#### **Weeks 6-7**

##### Unit 3: Seasons

- Vocabulary: *equator*
- Learn why we have seasons.
- Learn about the changes of the seasons by observing the growth and changes in apple trees/apples.
- Name the four seasons.
- Relate to bearing fruit if we abide in Jesus.
- Name the fruits of the Spirit.

## **Weeks 8-9**

### Unit 4: Pumpkins

- Learn the stages of pumpkin growth.
- Learn the difference between a fruit and a vegetable.
- Pumpkin Parable, carve a class pumpkin together
- Class Fall Party

## **Weeks 10-12**

### Unit 5: The Senses

- Identify the five senses.
- Learn the parts of the ear needed for hearing.
- Learn about pitch and how sounds are made by vibrations.
- Make an “ear drum” craft to see how sound travels.
- Learn the parts and function of the eye.
- Experiment with the sense of touch.
- Learn about the layers of our skin, why we sweat, get tan, and form scabs.
- Experiment with the sense of taste.
- Learn the parts of the tongue that taste salty, sweet, sour and bitter.
- Experiment with the sense of smell.
- Learn how the sense of smell is related to taste.
- Learn Psalm 139:13-14.
- Field trip to the Discovery Museum

## **Weeks 13-14**

### Unit 6: Teeth

- Vocabulary: *molars, incisors, cavities, plaque, primary and permanent teeth*
- Learn about the different kinds of teeth and how they function.
- Learn what causes cavities and how to prevent them.
- Learn about primary and permanent teeth.
- Hygienist visits the classroom.

## **Weeks 15-16**

### Unit 7: Birds and Nests

- Learn the defining characteristics of birds.
- Learn about the variety of nests that birds build and the purposes for their design.

- Make a nest together.
- Narrate a sequence of events from nest-building to babies leaving the nest.
- Read aloud literature and Scriptural lessons that point to God's care for animals and for us.
- Observe bird house on classroom window

### **Week 17: Review games (short week)**

### **Weeks 18**

#### **Unit 8: Mammals**

- Learn the five defining characteristics of mammals.
- Watch "Life of Mammals," Attenborough
- Learn "The Mammals Song"
- Visit Leesburg Animal Park

### **Weeks 19-20**

#### **Unit 9: Marsupials**

- Learn the defining characteristics of marsupials.
- Learn how the baby stays safe in his mother's pouch; relate to our being safe with God.
- Learn how far kangaroos can hop.
- Learn about other types of marsupials.
- Integrate with geography studies of Australia.
- Make a kangaroo craft.
- Learn Psalm 4:8.

### **Week 21**

#### **Unit 10: Hibernating Mammals**

- Vocabulary: *hibernation*
- Chant hibernating animals.
- Explain why animals hibernate.
- Understand what happens to an animal's body when it hibernates.
- Groundhog Day /Hibernation Day activities

### **Weeks 22-23**

#### **Unit 11: Whales vs. Sharks**

- Vocabulary: *baleen*
- Review the characteristics of mammals. What makes a whale a mammal?
- Learn the defining characteristics of whales and dolphins.
- Use string to show how long whales are.
- Watch Disney's "Oceans."

- Learn to identify the most common types of whales.
- Learn the difference between toothed and baleen whales.
- Compare the lengths of whales to things that we have on land.
- Define the characteristics of fish. What makes a shark a fish and not a mammal?
- Use string to show how long sharks are.
- Compare the lengths of sharks and whales. What is the longest animal?
- Learn to identify the most common types of sharks.
- Watch Disney's "Animal World – Whales and Sharks"
- Integrate with the story of Jonah in the Bible.
- Discuss Psalm 104:24-25.

## **Week 24**

### Unit 12: Invertebrates – The Octopus

- Vocabulary: *invertebrate, tentacles*
- Learn the defining characteristics of invertebrates.
- Learn how the octopus moves, eats and defends itself.
- Know that an octopus has eight arms.
- Know that *octo* means "eight" in Latin.
- Learn how an octopus breathes underwater.
- Make an octopus puppet.

## **Week 25:**

### Unit 13: Invertebrates – The Lobster

- Vocabulary: *scavenger, crustacean, antennae*
- Observe a live lobster in the classroom.
- Learn the defining characteristics of a crustacean.
- Know that lobsters have 4 antennae and 10 legs.
- Know what lobsters eat and why they are called "scavengers."
- Know how they breathe underwater.
- Identify their body parts.
- Learn how a lobster swims.
- Learn how a lobster uses its antennae.

## **Week 26:**

### Unit 14: Invertebrates – The Crab

- Know that a crab is a crustacean.
- Learn how the crab moves, eats and defends itself.
- Learn how the crab breathes underwater.
- Know that a crab has 4 antennae and 10 legs.
- Observe a live crab.
- Make a crab craft.

### **Weeks 27-29:**

#### **Unit 15: Invertebrates – Insects (focus on ants, ladybugs and bees)**

- Vocabulary: *exoskeleton, head, thorax, abdomen*
- Learn the body parts of an insect.
- Learn the three stages and four stages of insect metamorphosis and examples of each.
- Set up and observe an ant farm.
- Discuss Prov. 6:6-9, Prov. 10:4-5, and Col. 3:23-24
- Learn about lady bugs and how God uses them to help farmers.
- Make a ladybug craft.
- Create a ladybug habitat.
- Field trip to the Discovery Museum.
- Learn about bees and how God uses them to pollinate plants.
- Movie: “Bees Tales from the Hive”

### **Week 30:**

#### **Unit 15: Invertebrates – Worms**

- Learn the anatomy of worms.
- Learn how worms “breathe” and move.
- Learn how God uses worms to help the earth.
- Go on a worm hunt.
- Have a “worm treat” – crushed Oreo cookies (dirt) with gummy worms.

### **Weeks 31-32**

#### **Unit 16: Plants – Flowers and Vegetables**

- Learn when God created plants.
- Learn the essential parts of plants and their functions.
- Learn what plants need in order to live.
- Plant a mini vegetable garden.
- Plant flowers in planters.
- Learn about the inside of a seed (bean).
- Learn the difference between fruits and vegetables.
- Learn how plants make food for themselves.

### **Week 34**

#### **Unit 17: African Animals – Elephants (during study of Africa in geography)**

- Learn about the wonderful memory elephants have and learn how important it is for us to remember all God has done for us.
- Learn about the differences between Asian and African elephants.
- Learn about the habits and abilities of elephants.
- Learn about life in an elephant herd.
- Movie: “Echo and Other Elephants”

## **Week 35**

### **Unit 18: African Animals – The Serengeti**

- Identify the Serengeti on a map.
- Learn about different animals that live there.
- Learn about the weather and vegetation.
- Learn how God designed the animals with different types of camouflage.
- Learn the characteristics of chimpanzees and monkeys (differences and similarities)
- Learn about the great cats of Africa.
- Field trip: National Zoo
- Movie: “Swinging Safari,” National Geographic

## **Week 36**

### **Unit 19: Antarctica and the North Pole**

- Learn about the habits and characteristics of the Emperor Penguin.
- Learn about icebergs and observe how they float in water.
- Make a penguin craft.
- Learn about the habits and characteristics of polar bears.

### **LESSON PLANNING AND TEACHING STRATEGIES:**

- Review: (*Daily at the beginning of each class*) Sing songs and review chants, rhymes, vocabulary definitions and question/answer recitations. This is primarily a means of reviewing facts learned and committing them to memory, not the primary means of instruction.
  - “The Caterpillar” poem
  - Insect Parts
  - Plant Parts Song
  - Mammals
- Main lesson:
  - Kindergarten science involves primarily a “hands-on” curriculum where the students discover the concepts through participation in experiments, engaging projects, observation and discussion of findings.
  - Most activities and experiments should be done by the students in groups of 2 or 3, rather than just demonstrated by the teacher.
  - Students should learn from the results of these activities, as opposed to performing the experiments with the results known in advance.
- Review and Assessment:
  - Students respond to questions (in complete sentences), orally and/or use worksheets, to explain the concepts learned during the lesson.

### **FIELD TRIPS:**

- Farm visit
- Shenandoah Discovery Museum, Winchester

**SCHEDULE:**

Three 45-minute periods per week – total 2.25 hours

**GRADING GUIDELINES**

The following grades are given in this subject:

- E = exceeds expectations for grade level
- S+ = high mastery
- S = satisfies expectations for grade level
- N = needs improvements to meet grade level expectations
- U = unsatisfactory progress

Grading is based on:

- Participation:
  - Is the student able to answer questions correctly about concepts you have covered?
  - Does the student ask relevant questions?
- Ability to follow directions
- Performance in activities and experiments

## ***Kindergarten Oral Presentation Guidelines***

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### **Mechanics**

#### Introduction

1. Smile at the teacher and say “thank you” after introduction.
2. Look at the audience and make eye contact with at least two people.

#### Posture

1. Stand straight without leaning on anything.
2. Keep hands out of pockets.
3. Keep arms by sides, or use them for gestures.
4. Hold head up so that face (especially eyes) can be seen.

#### Speech

1. Speak loudly enough to be heard from the back of the room.
2. Work on speaking without slang phrases (such as “you know,” “it’s like,” “I was like”)
3. Use expression (teacher should model this).

#### Facial Expression

1. Smile at least twice during presentation (at least beginning and end).
2. Look at the audience while speaking.

### **Examples of Presentations**

- Memorized scripture (students will recite their Bible verses weekly and receive both a Bible grade and Presentation grade)
- Poetry (Have students recite these individually. Send copies home for students to practice in front of their parents.)
- Show and Tell
  - Show and Tell can take place at snack time or other opportunities as time allows. Limit them to 2-3 minutes.
  - Give the students guidelines: No electronic games, needs to be educational for the class. Example: show pictures from a book on reptiles and tell something about a couple of the animals
- Story narration (might use Bible story or stories from reading class)
- 3-point Factual Presentation (can integrate with Bible, history, science)

### **Guidelines**

1. The teacher needs to model for the students how to do the type of presentation chosen for that week.
2. Some presentations may require the teacher to ask questions of the student to help him keep going. Remind the student to look at the audience again while talking.



3. At this age, many of these presentations can take the form of a recitation of memorized material during the recitation period that begins each class.
4. Frequency of presentations: In a class of 12 or fewer students, each student should have a presentation opportunity every two weeks. In larger classes, they need to have a turn at least once every three weeks.

# First Grade

## ***First Grade Homework Guidelines***

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### **HOMEWORK GUIDELINES**

The total homework time should average 35 minutes. Ask parents to let you know if homework regularly exceeds 50 minutes even though the student is focused and compliant. Typical homework is listed below:

- ❖ **One math fact drill sheet (1-3 minutes)** from *Mastering Math Facts* or *Pattern Sheets*: Parents should time the student for one minute; students circle the last problem completed. Up to one more minute should be given to complete the sheet. Parents should check for errors, and students should correct. Do not send home Sprints for homework.
- ❖ **Math problems from the Singapore student workbook (10 minutes)**: At least half (preferably more) of the problems in the workbook section for the day's lesson should be completed together at school as practice. Students should be told to circle the problems to be completed for homework. The page numbers should be written on the homework sheet.
- ❖ **Reading aloud to parents (10-15 minutes)**: Students should re-read aloud the section previously read that day in reading groups.
- ❖ **Seeing Stars page (2 minutes)**: Have students read aloud the reading words and "Star Words" to a parent.
- ❖ **Study: Spelling Test (5 minutes)**: Study 5 words per night and 5 phonograms; write 3x words missed on the back of the daily quiz and return to school.
- ❖ **Study: Bible Memory (2-3 minutes)** Have them study no more than 2 verses per week.
- ❖ **Homework Guidelines Sheet**: Most homework should be pre-typed by the teacher on the homework sheet. Page numbers for reading can be added by the students as directed by the teacher. At Orientation, parents should receive an instruction sheet for homework.
- ❖ **In-School**: Students are allowed to begin homework in school if time permits.

### **At-Home Projects**

- ❖ Students complete two book reports with props during the school year. The majority of the reading and preparation should take place in school. They may also complete a Labyrinth project when studying the Minotaur.
- ❖ On evenings when students need to complete work at home, please do not assign reading aloud or the Seeing Stars page.

**Math and Grammar:** Students do not need to study for math or grammar tests.

### **GRADING SCALE AND GUIDELINES:**

Jr. Kindergarten – 1<sup>st</sup> Grade  
Special Classes, Character & Work Ethic, all Skill Sets

Students in Jr. K – 1<sup>st</sup> grade are acquiring the most fundamental skills that they will need for their future at AFA. Mastery and consistency are therefore essential. By design, these grades do not translate directly into traditional A's, B's and C's, which are not adequate for communicating students' strengths and needs at this age. The explanations below indicate the extent of attention and additional work that a given skill or habit should receive.

**E = Excels beyond expectations:** *This grade is not commonly given. When given, it reflects a level of mastery (typically beyond one's years) where a skill or practice is internalized to the extent that it requires little or no effort to exercise.*

**S = Satisfactory:** This range of "Satisfactory" listed below reflects a level of mastery that is acceptable and appropriate for the grade level and should allow a student to progress and succeed.

**S+**     *This grade indicates a high level of mastery and consistency, generally above average.*

**S**        *This grade reflects a satisfactory level of mastery that is average for the grade level.*

**N = Needs Improvement:** *This grade indicates that the student is not yet mastering the skill or practice. Additional work or attention should be given to move toward mastery.*

**U = Unsatisfactory:** *This grade indicates a low level of mastery that needs significant attention. If core skill areas are unsatisfactory, promotion to the next grade may be at risk.*

### **How to Write a Grade on a Student's Paper**

1. Write the number missed over the total number of points available. Example: -2/50.
2. You do not need to write the percentage correct. Just write the letter grade: E, S+, S, N, U.
3. You may also give a Handwriting grade on any work the student turns in. Just write: HW: S+, for example.

### **Numeric Grading Scale Equivalents**

1. For subjects where you are recording numeric grades, such as math or spelling tests, percentages will translate into letter grades as indicated below. **This scale should not be communicated to parents.** We only have the scale so that Renweb will be able to enter a grade. (For Skill Sets, you type the letter.)
2. In evaluating students, teachers should take more into account than merely percentages correct on a test. Does the student pay attention well and participate in class? Can he communicate what he knows in a coherent way? Does he accept challenges well (or does he fuss)? Does he study nightly as requested and participate in class well, or does he not seem to know much until the day of a test?

E	98+
S+	93-97
S	83-92
N	75-82
U	below 75

## ***First Grade Bible***

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### **TEXTS AND MATERIALS:**

#### **Primary Materials**

*The Children's Story Bible*, Catherine Vos  
A Beka Flash-a-Card Pictures (New Testament stories)  
*Suffer Little Children, Book 3*, Gertrude Hoeksema  
Bible Review Questions & Answers (Word document)  
Bible portfolio pages (teacher-created, in Sync file)  
Peacemaker Devotions (see shared Sync folder)  
*Jesus Story Book Bible*  
*Leading Little Ones to God*  
*Big Book of Bible Truths, 1 and 2*

### **GENERAL BIBLE OBJECTIVES**

1. Recognize the Bible as God's inerrant word and the only written revelation concerning Himself.
2. Understand that God is sovereign over history and reigns throughout all time and place.
3. Read the actual text rather than only hear or read a retelling of the Bible stories.
4. Understand that all of Scripture testifies to God's redemptive plan fulfilled in Christ Jesus.
5. Encourage students to see the consistent themes of Scripture pertaining to God's character and His plan for salvation.
6. Let the Scriptures speak for themselves with clarification only as needed.
7. Know and be able to articulate the Gospel, God's plan and order of salvation.
8. Encourage each student to come to the Father, through the Son, and to grow in his knowledge of and love for Him.
9. Commit Scripture to memory and understand its application in our lives.

### **SPECIFIC BIBLE OBJECTIVES**

1. Memorize weekly Bible verses and apply them to one's own experiences.
2. Recite the names of all 66 books of the Bible in the correct order.
3. Recite the Ten Commandments.
4. Recite the Lord's Prayer.
5. Recite The Apostles Creed.
6. Recite the Bible memory verses in the chart below.
7. Be able to recite with the class all of Ephesians 1.
8. Locate on a map the places where the biblical events occurred.
9. Learn to apply the Biblical pattern of repentance and forgiveness to their relationships with God and with people.
10. Develop the habit of turning to God in prayer for provision, wisdom, guidance, confession and thanksgiving.

11. Be able to explain what “the gospel” means in terms of our sin, God’s justice in punishing that sin, Jesus’ atonement for our sin, and the imputation of his righteousness to us.
12. Know the major elements of the following New Testament stories and events:

### Bible Yearly Plan

<b>Vos Chapter Title/Event Visuals: A Beka</b>	<b>Weekly Bible Memory Verses</b>	<b>Other Memory Work</b>
<b>Week 1</b> <u>Chapter 1:</u> “The Priest Who Could Not Talk”: <i>Zacharias, Elizabeth and the birth of John the Baptist</i>	Prophecy of the Messiah: Isaiah 9:6	Sing song to memorize the Old Testament Books (Sung to tune of “Twinkle, Twinkle Little Star”)
<b>Week 2:</b> <u>Chapter 2:</u> “The Message of the Angel”: <i>Gabriel appears to Mary</i> <u>Chapter 3:</u> “The Holy Night”: <i>Birth of Jesus</i>	”	“
<b>Week 3:</b> <u>Chapter 4:</u> “A Star in the East”: <i>The wise men</i> <u>Chapter 5:</u> “Warned by a Dream”: <i>Flight to Egypt</i> <u>Chapter 6:</u> “The Boy in the Temple”: <i>Jesus’ visit to the temple as a boy</i>	All have sinned: Romans 3:23	Old Testament Books song, cont.
<b>Week 4:</b> <u>Chapter 7:</u> “The Preacher in the Desert”: <i>The ministry of John the Baptist</i> <u>Chapter 8:</u> “Satan Talks to God’s Son: <i>Temptation of Jesus</i> <u>Visuals:</u> LJ2	Sin’s penalty: Romans 6:23	
<b>Week 5:</b> <u>Chapter 9:</u> “Jesus Chooses His Disciples” “Fishers of Men” story from	Christ paid the penalty: Romans 5:8	Learn song to memorize the Books of the New Testament (to the tune of “Ten Little Indians”)
<b>Week 6:</b> <u>Chapter 10:</u> “Jesus at the Wedding Feast”: <i>Jesus changes water into wine</i>	Salvation is not by works: Ephesians 2:8,9	

<u>Chapter 11: "The Father's House": <i>Jesus cleanses the temple</i></u> <u>Chapter 12: "A Visit by Night": <i>Nicodemus</i></u>		
<b>Week 7:</b> <u>Chapter 13: "The Woman at Jacob's Well"</u> <u>Chapter 14: "The Father Who Believed": <i>Jesus heals the nobleman's son</i></u> <u>Chapter 15: "The Mob that Wanted a Miracle": <i>Jesus is rejected at Nazareth</i></u>	We must receive Christ: John 1:12	Learn song to memorize the 12 Apostles sung to the tune of "Jesus Loves Me"
<b>Week 8:</b> <u>Chapter 16: "The Crowd at Jesus' Door"</u> <u>Chapter 17: "Through the Roof to Jesus"</u> <u>Chapter 18: "Matthew and His Feast": <i>Jesus calls Matthew</i></u>	Assurance of salvation: I John 5:13	
<b>Week 9:</b> <u>Chapter 19: "The withered hand made well"</u> <u>Chapter 20: "Sermon on the Mount"</u> <u>Chapter 21: "Jesus Gives Back Health and Life": <i>Jesus heals a leper</i></u>	The Beatitudes: Matthew 5: 3	
<b>Week 10:</b> <u>A Beka cards: The widow of Nain</u> <u>Chapter 22: "Stories Which Jesus Told: <i>Parable of the sower; the wheat and the tares</i></u> <u>Chapter 23: "The Winds and the Waves Obey": <i>Jesus calms the storm</i></u>	Matthew 5:4	The Ten Commandments
<b>Week 11:</b> <u>Chapter 24: "The Little Girl Brought Back to Life": <i>Jesus heals Jairus' daughter</i></u> <u>Chapter 25: "The Wish of a Young Girl": <i>John the Baptist is killed;</i></u> <u>Chapter 26: "Five Loaves of Bread and 5,000 People"</u>	Matthew 5:5	The Ten Commandments
<b>Week 12:</b> <u>Chapter 27: "Walking on Top of the Stormy Water"</u> <u>A Beka Cards: Jesus is the Bread of Life</u> <u>A Beka Cards: Parable of the sower; Parable of the unforgiving servant (<i>use one as a devotional and the other as a Bible lesson</i>)</u>	Matthew 5:6	"
<b>Week 13:</b>	Matthew 5:7	"

<u>Chapter 31: “Who Am I?”: Peter confess Jesus as the Christ</u> <u>Chapter 32: “Glory on the Mountain”: The Transfiguration</u> <u>Chapter 33: “ The Good Samaritan”</u>		
<b>Week 14:</b> <u>Chapter 34: “ The Feast of Tabernacles”</u> <u>Chapter 35: “ Two Sisters Who Loved Jesus”: Mary and Martha</u> <u>Chapter 36: “The Friend of Children and His Prayer” (Part 1, The Friend of Children, use as a morning devotional; part 2, The Lord’s Prayer, use as a Bible lesson)</u>	Matthew 5:8	The Lord’s Prayer
<b>Week 15:</b> <u>Chapter 37 (part 1): “The Lost Sheep” parable</u> <u>Chapter 37 (part 2): “The Son Who Left Home” (prodigal son)</u> <u>Chapter 38: “Jesus Wakes Lazarus From Death”</u>	Matthew 5:9	
<b>Week 16:</b> <u>Chapter 39: “The Blind Beggar Who Called to Jesus”: Jesus heals Bartimaeus</u> <u>A Beka Cards: Story of Zaccheus</u> <u>Chapter 40: “Mary’s Gift”: Mary anoints Jesus</u>	Matthew 5:10	The Apostles Creed
<b>Week 17:</b> <u>A Beka Cards: The Pharisee and the Tax Collector</u> <u>Chapter 41: “The King Comes”: The triumphal entry into Jerusalem</u> <u>Chapter 42: “ The Roman Penny”</u>	Matthew 5:11-12	
<b>Week 18:</b> <u>A Beka Cards: The widow’s offering</u> <u>Chapter 44 (part 1): “In the Upper Room”: The Last Supper – the significance of the bread and the wine</u> <u>Chapter 44 (part 2): Judas’ sin</u>	Begin memorizing all of Ephesians 1  Ephesians 1:1-2	
<b>Week 19:</b> <u>Chapter 45: “Jesus Last Words to His Disciples”</u> <u>Chapter 46: “The Kiss of Judas”</u> <u>Chapter 47: “Why Peter Wept”</u>	Ephesians 1: 3-4	
<b>Week 20:</b>	Ephesians 1: 5-6	



<u>Chapter 48:</u> "Jesus Before the High Priest" <u>Chapter 49:</u> "Why Pilate Washed His Hands" <u>Chapter 50:</u> "Carrying the Cross"		
<b>Week 21:</b> <u>Chapter 51:</u> "The Sun Becomes Dark" : <i>Jesus dies on the cross</i> <u>Chapter 52:</u> "The Stone is Rolled Away" <u>Chapter 53:</u> "Visitors to the Tomb"	Ephesians 1: 7-8	
<b>Week 22:</b> <u>Chapter 54:</u> "The Risen Lord": <i>Jesus appears to his disciples</i> <u>Chapter 55:</u> "Jesus Comes to His Friends": <i>Breakfast by the sea</i> <u>Chapter 56:</u> "How Jesus Left the Earth"	Ephesians 1: 9-10	
<b>Week 23:</b> <u>Chapter 57:</u> "Power from Above": <i>Pentecost</i> <u>Chapter 58:</u> "The Lame Man in the Temple": <i>Peter and John heal a lame man</i> <u>Chapter 59:</u> "The Story of a Lie": Ananias and Sapphira	Ephesians 1: 11-12	
<b>Week 24:</b> <u>Chapter 60:</u> "The Open Prison Doors": <i>An angel releases Peter and John from jail</i> <u>Chapter 61:</u> "The Man Who Looked into Heaven": <i>The stoning of Stephen</i> <u>Chapter 62:</u> "The Magician Who Tried to Buy God"	Ephesians 1: 13-14	
<b>Week 25:</b> <u>Chapter 63:</u> "The Ethiopian Who Believed" <u>Chapter 64:</u> "The Light on the Road": <i>Paul's conversion</i> <u>Chapter 65:</u> "The Changed Man": <i>Ananias visits Paul</i>	Ephesians 1: 15-16	
<b>Week 26:</b> <u>Chapter 66:</u> "Paul Escapes Twice": <i>From Damascus and Jerusalem</i> <u>Chapter 67:</u> "The Good Woman Who Was Brought Back to Life": <i>Peter raises Dorcas</i>	Ephesians 1: 17-18	

<u>Chapter 68</u> : “A Lesson Peter Had to Learn”: <i>Vision of unclean animals</i>		
<b>Week 27:</b> <u>Chapter 69</u> : “A New Church”: <i>Barnabas joins Paul</i> <u>Chapter 70</u> : “The Angel in Prison”: <i>An angel releases Peter from prison</i> <u>Chapter 71</u> : “On to Cyprus”: <i>Paul’s 1<sup>st</sup> missionary journey</i> (Trace Paul’s travels on a map)	Ephesians 1: 19-20	
<b>Week 28:</b> <u>Chapter 72</u> : “Why People Thought Paul Was a God”: <i>Iconium, Lystra, Paul’s stoning</i> <u>Chapter 73</u> : “A New Journey”: <i>Paul’s 2<sup>nd</sup> journey (with Silas)</i> <u>Chapter 74</u> : “The Poor Fortune Teller”: <i>Paul and Silas are put in jail</i>	Ephesians 1: 21-22	
<b>Week 29:</b> <u>Chapter 75</u> : “The Jailer Who Believed” <u>Chapter 77</u> : “About the Unknown God”: <i>Paul on Mars Hill in Athens</i> <u>Chapter 78</u> : “The Riot of the Statue-Makers”	Ephesians 1: 23	
<b>Week 30:</b> <u>Chapter 79</u> : “The Young Man Who Fell Asleep” <u>Chapter 81</u> : “An Uproar in the Temple”: <i>Paul is taken by soldiers</i> <u>Chapter 82</u> : “Paul’s speech to the Jews”:	Review Ephesians 1	
<b>Week 31:</b> <u>Chapter 83</u> : “A Wicked Oath”: <i>The Jews vow to kill Paul</i> <u>Chapter 84</u> : “How Paul Was Saved” <u>Chapter 85</u> : “The Trial”	Review Ephesians 1	
<b>Week 32:</b> <u>Chapter 86</u> : “The Appeal to Caesar” <u>Chapter 87</u> : “A King is Almost Persuaded”: <i>Paul talks with King Agrippa</i> <u>Chapter 88</u> : “Paul Sets Out for Rome”	Review Ephesians 1	
<b>Week 33:</b> <u>Chapter 89</u> : “The Shipwreck” <u>Chapter 90</u> : “The Rescue” <u>Chapter 91</u> : “The Hero of Faith”	Review Ephesians 1	

<b>Week 34:</b> <u>Chapter 92:</u> "The Visions of the Apostle John"	Review Ephesians 1	
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### **LESSON PLANNING AND TEACHING STRATEGIES:**

1. **Begin with prayer** that God would help all the students to understand and apply the lessons in the passage being studied.
2. **Memory Work:** (*Daily at the beginning of each class for 10 minutes*) Sing songs and review chants, rhymes, and question/answer recitations to review previously studied material. This is primarily a means of reviewing facts learned and committing them to memory, not the primary means of instruction.
  - a. **Weekly Bible Memory Verses (ESV):**
    - i. Recite the verses together daily.
    - ii. Have students copy the verses once or twice during the week.
    - iii. Students are tested weekly on these verses by reciting them orally to the teacher or an aide. Students should occasionally recite the verses in front of the class with an introduction and "thank you."
  - b. **Other Memory Work:**
    - i. These are usually longer pieces which the class recites together, but they are not tested on them.
3. Storytelling with visuals (pictures, puppets, drawings).
4. Student presentations (narrating stories and acting them out).
5. Integration with art.
6. The Bible portfolio summaries should be used as read-aloud together selections (copy onto a transparency and read-aloud together from the board).

### **Rubric for Bible Memory**

Give help after 3 seconds of hesitation.

E = No hesitations, mistakes, or help from teacher

S+ = One or two brief hesitations, no mistakes, no help from teacher

S = One mistake or one help from teacher

N = Two or more mistakes or help from teacher.

U = Three or more mistakes or help from teacher.

### **Daily Morning Devotions** (10 minutes)

Brief lesson and time for prayer for students in the class or others in the school family.

Resources:

- Peacemaker Devotions (see shared folder)
- *Jesus Story Book Bible*
- *Leading Little Ones to God*
- *Big Book of Bible Truths, 1 and 2*

### **GRADING GUIDELINES**

Bible Knowledge: 50%  
Memory Verses: 50%

### **SCHEDULE:**

Four 30-minute periods per week – total 2 hours

## ***First Grade Grammar and Composition***

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### **PRIMARY TEXTS AND MATERIALS**

#### ***Grammar:***

Shurley Grammar 1 Teacher Edition (1997 ed.)  
Shurley Grammar 1 reproducible Student Workbook (1997 ed.)  
Transparencies of Sentences for Classification  
Audio CD with jingles  
*Daily Paragraph Editing Level 2*, Evan-Moor  
*Basics of Diagramming*

#### ***Handwriting:***

Zaner-Bloser *Handwriting 1 (Manuscript)*, Teacher's Manual  
Zaner-Bloser *Handwriting 1 (Manuscript)*, Student Workbook (one per student)  
Zaner-Bloser *Handwriting 1 (Manuscript) Practice Masters*  
Zaner-Bloser Plus, software for teacher

#### ***Composition and Narration:***

Teacher-created copywork integrated as needed with grammar and other memory work.  
Teacher-created paragraphs. More paragraphs may be copied from the *Visualizing and Verbalizing* books.  
*Aesop's Fables*

### **GENERAL GRAMMAR AND COMPOSITION OBJECTIVES**

1. Understand that God has given us the gift of language to help us understand His Word and communicate His truth.
2. Begin to understand the structure of the English language.
3. Learn and apply rules that govern English grammar and sentence mechanics.
4. Understand the basic concepts of oral and written communication.
5. Develop skills for analyzing the structure of both sentences and paragraphs.
6. Learn to write through imitation of good writing and poetry.
7. Develop speaking and listening skills through analysis and practice.
8. Develop an appreciation for poetry and an understanding of poetic language.

### **SPECIFIC GRAMMAR OBJECTIVES**

\*Items marked with an asterisk are not practiced in the Shurley text and must be taught independently.

**\*Poems:** Memorize, discuss and recite the following poems (and record new vocabulary):

- a. "Thirty Days Hath September"
- b. "The Swing," Robert Louis Stevenson

- c. "The Goops," Gellett Burgess
- d. "The Land of Counterpane," Robert Louis Stevenson
- e. "How Doth the Little Crocodile," Lewis Carroll
- f. "Stopping by Woods on a Snowy Evening," Robert Frost
- g. "I Chased a Dragon Through the Woods," Jack Prelutsky
- h. "The City Mouse and the Garden Mouse," Christina Rossetti
- i. "The Naughty Soap Song," Dorothy Aldis
- j. "The Elf and the Dormouse," Oliver Herford
- k. "I've Turned into a Carrot," Jack Prelutsky
- l. "Bed in Summer," Robert Louis Stevenson
- m. "The End," Milne
- n. "The Owl and the Pussycat," Edward Lear

### **Grammar Jingles and Concepts**

R = Review a concept previously learned

I = Introduce

M = Master

#### **Jingles**

- a. Sentence (R)
- b. Noun (R)
- c. Verb (R)
- d. Adverb (N)
- e. Adjective (M)
- f. Article Adjective (M)
- g. 49 Prepositions (skip the other preposition jingles) (M)
- h. Pronouns (M)
- i. Subject Pronouns (M)

#### **Nouns**

- a. Identify common and proper nouns, and correctly capitalize when writing. (M)
- b. Identify and correctly form the singular and plural forms of nouns. (M)
- c. Identify the following functions of nouns in a sentence: subject, object of preposition. (M)

#### **Verbs**

- a. Identify action verbs. (M)
- b. Distinguish regular from irregular verbs.\* (I)
- c. Conjugate the regular and irregular verbs found in the Shurley practice sentences in the present, past, and future tenses.\* (I)
- d. Identify the number and tense of any given verb (in the simple present, past, and future tense).\* (I)

- e. Learn to form contractions correctly. (M)

### **Pronouns**

- a. Identify and use subject pronouns correctly with single and compound subjects.\* (I)

### **Adjectives**

- a. Know the definition of an adjective and identify adjectives in sentences. (M)
- b. Practice correct use of the comparative and superlative forms of irregular adjectives (*good, better, best; bad, worse, worst*)\* (I)

### **Adverbs**

- a. Know the definition of adverbs and identify adverbs as verb modifiers. (M)
- b. Learn to write sentences with an “adverb exception” (start a sentence with an -ly adverb). (M)
- c. Practice correcting sentences with adjectives incorrectly used as adverbs.\* (See the preposition list.) (I)

### **Prepositions**

- a. Memorize the 49 prepositions in the preposition jingle.\* (M)
- b. Identify prepositions and prepositional phrases in sentences. (M)
- c. Write sentences with prepositional phrases with varied placement, using a comma after an introductory preposition phrase.\* (I)
- d. Some prepositions can be used as adverbs. Explain the difference and write sentences using them both ways.\* (I)

### **Interjections**

- a. Identify and classify interjections. (M)
- b. Write sentences with interjections, correctly punctuated. (I)

### **Homonyms**

- a. Spell commonly used homonyms correctly (see yearly plan).\* (I)

### **Sentence Structure**

- a. Identify the 4 types of sentences: declarative, interrogative, exclamatory, imperative (I)
- b. Identify the simple and complete subject, and the simple and complete predicate. (M)
- c. Identify compound subjects and predicates.\* (I)
- d. Identify simple and compound sentences.\* (I)
- e. Identify and correct run-on sentences and sentence fragments (need more practice than Shurley gives\*). (I)

**Capitalization** -- Teach students to capitalize the following:

- a. First word of a sentence. (M)
- b. The pronoun *I* (M)
- c. Names of people (M)
- d. Months of the year (M)
- e. Days of the week (M)
- f. Names of cities, states and countries (I)
- g. Parts of a friendly letter (I)
- h. Titles\* (I)
- i. Initials\* (Dr., Mrs., Miss, Mr., etc.) (M)

**Periods** – Teach students to use periods for the following:

- a. End of a sentence (M)
- b. After abbreviations (M)
- c. After a numbered list.\* (M)

**Comma**– Teach students to use commas for the following:

- a. Dates (M)
- b. Between a city and state (I)
- c. In compound sentences\* (I)
- d. In a series\* (I)

**Question Mark** (M)

**Apostrophe**

- a. Use in contractions (M)
- b. Use in singular possessive nouns (I)

**Sentence Classification**

- a. Use the *Shurley Method* question-answer flow to identify parts of speech.
- b. Write sentences when given any classification pattern.\*

**Diagramming**

- a. Be able to diagram all sentences in the Shurley lessons.\*

**Proofreading**

- a. Frequently edit sentences and short paragraphs for punctuation, grammar and spelling errors.\* (I)
- b. Learn and use proofreaders' marks when editing.\* (I)

### **GRAMMAR LESSON PLANNING AND TEACHING STRATEGIES:**

1. **Group Recitation** (daily at the beginning of each class)
  - a. Jingles, definitions, songs, sound-offs: Students recite to help them remember grammar vocabulary and concepts.



- b. Classify two sentences together every day, even on composition days.
  - c. Poems: Students learn/recite the poem of the week.
  - d. ***Socratic questioning***: Follow recitations with questioning to make sure students understand what they are reciting and to lead them to think further.
2. ***Direct Instruction***:
- a. Follow the lesson plans in Shurley, except you do ***not*** teach:
    - i. The Study Skills or Pretest sections at the beginning of the book.
    - ii. The writing sections throughout the book, e.g., we do not teach the “improved sentences” sections, nor the paragraph writing exercises.
3. We do not use the scripted lessons or the Shurley schedule listed for each lesson. In general, we modify as follows:
- a. Day 1:
    - i. Use an overhead transparency of the sentences for classification for the current lesson, and give students their own copy on which to write.
    - ii. Classify 2-3 sentences together, consistently followed by ***Socratic questioning*** to ensure student understanding and to help them analyze the reasons for their answers.
    - iii. Using *Basics of Diagramming* as your guide, diagram together the sentences just classified. Students write on the back of the sentence classification sheet.
    - iv. ***Student Practice***:
      - 1. Have students write one or two “Pattern Sentences” that fit the patterns in the current lesson. (Encourage students to use new vocabulary words of the week, as well as spelling words.) Examples of these pattern sentence sheets are in the shared folder.
        - a. The teacher moves about the room and corrects students’ work on pattern sentences.
        - b. Students’ final sentences should be correct in grammar and spelling.
      - 2. Have the students diagram the sentences they have written.
  - b. Day 2:
    - i. Classify the next 2-3 sentences and have students write and diagram similar pattern sentences as above.
  - c. Day 3:
    - i. Complete teaching the concepts introduced on the Test using a transparency of the test. Engage students with ***questioning*** and additional independent ***practice***.
  - d. Day 4:
    - i. ***Assessment***. Use the Shurley Grammar tests, supplemented by questions that require students to write pattern sentences (2) and to diagram sentences (2-3).
  - e. Day 5:
    - i. ***Guided Practice***: Practice editing paragraphs from *Daily Paragraph Editing 2*.

- ii. **Application and higher order analysis:** Select sentences from literature or other sources that do not fit the simple Shurley model and classify them together, labeling as many parts of speech as they have learned. Students need to learn to identify and understand the basic elements of the sentence structure even when there are additional modifying phrases and clauses.

### **BASIC GRAMMAR YEARLY PLAN**

<b>September</b>	<b>Lessons</b>	<b>Poems</b>
Weeks 1-2	<ul style="list-style-type: none"> <li>Shurley Lessons 12-15: Sentence jingle, noun jingle; writing sentences with subject and verb; verb jingle</li> </ul>	"Thirty Days Hath September"
Week 3	<ul style="list-style-type: none"> <li>Shurley Lessons 16-19: Adverb jingle; classifying sentences with subject, verb, adverb</li> </ul>	"
Week 4	<ul style="list-style-type: none"> <li>Shurley Lessons 20-23: Adjective jingle; classifying sentences with adjective, subject, verb, adverb</li> </ul>	"The Swing," Stevenson
Week 5	<ul style="list-style-type: none"> <li>Shurley Lessons 24-26: Classifying sentences with 2 adjectives; 2 types of sentences (statements and questions)</li> </ul>	"
<b>October</b>		
Week 6	<ul style="list-style-type: none"> <li>Shurley Lessons 27-30: Article adjective jingle; writing pattern sentences with adjective, subject, verb, adverb</li> <li>Using <i>may</i> and <i>can</i> correctly.</li> </ul>	"How Doth the Little Crocodile," Lewis Carroll
Week 7	<ul style="list-style-type: none"> <li>Shurley Lessons 31-33: Complete subject and predicate</li> <li>Using <i>to</i>, <i>two</i>, <i>too</i> correctly.</li> </ul>	"
Week 8	<ul style="list-style-type: none"> <li>Shurley Lessons 34-36: Capitalizing <i>I</i> and first word in sentence.</li> <li>Learn 1st person pronouns; learn to use <i>I</i> as subject, not <i>me</i></li> </ul>	"The Goops" Burgess
Week 9	<ul style="list-style-type: none"> <li>Shurley Lessons 37-39: Capitalizing names of people</li> </ul>	"
<b>November</b>		
Week 10	<ul style="list-style-type: none"> <li>Shurley Lessons 40-42: Capitalizing days of week and months of year</li> <li>Using <i>sit</i> and <i>set</i> correctly.</li> <li>Writing sentences with inverted adverb order</li> </ul>	"The Land of Counterpane," Stevenson

Week 11	<ul style="list-style-type: none"> <li>Shurley Lessons 43-45: Capitalizing cities and states</li> </ul>	“
Week 12	<ul style="list-style-type: none"> <li>Shurley Lessons 46-48: Writing sentences with word bank</li> <li>Making singular nouns possessive</li> <li>Contractions with <i>will</i></li> </ul>	“
<b>December</b>		
<b>Week 13</b>	<ul style="list-style-type: none"> <li>Shurley Lessons 49-52: Review of classification, capitalization, writing pattern sentences</li> <li>Contractions with <i>have, has</i></li> </ul>	“The Young Lady of Niger” (Limerick)
<b>Week 14</b>	<ul style="list-style-type: none"> <li>Shurley Lesson 53-54: Synonyms and antonyms (new ones are in each lesson from here on)</li> <li>Shurley Lessons 55-56: Writing practice and improved sentences</li> <li>Contractions with <i>not</i></li> </ul>	“My Shadow,” Stevenson
<b>Week 15</b>	<ul style="list-style-type: none"> <li>Shurley Lesson 57-60: Learn prepositions, objects of prepositions, preposition jingle through <i>a</i>.</li> </ul>	“
<b>January</b>		
<b>Week 16</b>	<ul style="list-style-type: none"> <li>Shurley Lessons 61-64: Classifying and writing sentences with prepositional phrases; learning preposition jingle through <i>b</i>.</li> </ul>	“
<b>Week 17</b>	<ul style="list-style-type: none"> <li>Shurley Lessons 65-67: Classifying and writing sentences with prepositional phrases; learn preposition jingle through <i>d</i>.</li> <li>Shurley Lessons 68-70: Using an oral noun check, learning preposition jingle through <i>o</i>.</li> <li>Using <i>its, it's</i> correctly.</li> <li>Using <i>your</i> and <i>you're</i> correctly.</li> </ul>	“The End,” Milne
<b>Week 18</b>	<ul style="list-style-type: none"> <li>Shurley Lessons 71-73: Classifying and writing sentences with prepositional phrases</li> <li>Using <i>their, there, they're</i> correctly.</li> </ul>	“
<b>Week 19</b>	<ul style="list-style-type: none"> <li>Shurley Lessons 74-76: Identifying singular and plural nouns; learning preposition jingle through <i>w</i>.</li> <li>Shurley Lessons 77-79: Classification practice using all concepts learned thus far</li> <li>Learn the object pronoun jingle (teach that these can be used for objects of prepositions)</li> <li>Using homonyms correctly: <i>ate/eight, bare/bear, be/bee</i></li> </ul>	“Stopping By Woods on a Snowy Evening,” Frost

<b>February</b>		
<b>Week 20</b>	<ul style="list-style-type: none"> <li>Shurley Lessons 80-82: Review of common/proper nouns, singular/plural nouns, classification.</li> <li>Shurley Lessons 83-85: Classification, noun checks, practice/improved sentences</li> <li>Using homonyms correctly: <i>blew/blue, board/bored, brake/break</i></li> </ul>	“
<b>Week 21</b>	<ul style="list-style-type: none"> <li>Shurley Lessons 86-87: Using <i>a</i> and <i>an</i> correctly</li> <li>Shurley Lessons 88-89: Review of common/proper nouns, singular/plural nouns, classification, <i>a</i> and <i>an</i></li> <li>Using homonyms correctly: <i>buy/by, cent/sent/scent, chews/choose</i></li> </ul>	“
<b>Week 22</b>	<ul style="list-style-type: none"> <li>Shurley Lessons 90-91: Review of common/proper nouns, singular/plural nouns, classification, <i>a</i> and <i>an</i></li> <li>Shurley Lessons 104-105: Practice and improved sentences</li> <li>Using homonyms correctly: <i>dear/deer, eye/I, for/four, flew/flu</i></li> </ul>	“I Chased a Dragon Through the Woods,” Prelutsky
<b>Week 23</b>	<ul style="list-style-type: none"> <li>Shurley Lessons 106-109: Contractions—<i>isn’t, aren’t, wasn’t weren’t</i></li> <li>Shurley Lessons 110-113: Unscrambling sentences, classification review</li> <li>Using homonyms correctly: <i>groan/grown, hair/hare, hear/here</i></li> </ul>	“
<b>March</b>		
<b>Week 24</b>	<ul style="list-style-type: none"> <li>Shurley Lessons 114-118: Classification; contractions—<i>I’m, can’t</i></li> <li>Using homonyms correctly: <i>heard/herd, hi/high, him/hymn, hole/whole</i></li> </ul>	“
<b>Week 25</b>	<ul style="list-style-type: none"> <li>Shurley Lessons 119-124: Classification; contractions—<i>don’t, doesn’t, didn’t</i></li> <li>Using homonyms correctly: <i>hour/our, its/it’s, knew/new, knight/night</i></li> </ul>	“Naughty Soap Song,” Aldis “
<b>Week 26</b>	<ul style="list-style-type: none"> <li>Shurley Lessons 125-128: Classification, identifying complete sentences and fragments, matching subject and predicate parts</li> </ul>	

	<ul style="list-style-type: none"> <li>Using homonyms correctly: <i>knot/not, know/no, lead/led, maid/made</i></li> </ul>	
<b>Week 27</b>	<ul style="list-style-type: none"> <li>Shurley Lessons 129-132: Correcting sentence fragments</li> <li>Teach helping verbs: memorize jingle and how to classify sentences with helping verbs</li> <li>Using homonyms correctly: <i>main/mane/Maine, meet/meat, one/won</i></li> </ul>	"The Elf and the Dormouse," Herford
<b>April</b>		
<b>Week 28</b>	<ul style="list-style-type: none"> <li>Shurley Lessons 133-136: Identifying past, present, future tense verbs</li> <li>Teach possessive noun adjectives and how to classify (PNA)</li> <li>Begin using dress-ups in paragraphs.</li> <li>Using homonyms correctly: <i>pair/pear, passed/past, piece/peace</i></li> </ul>	"
<b>Week 29</b>	<ul style="list-style-type: none"> <li>Shurley Lessons 137-140: Introduce new verbs for verb tenses</li> <li>Simple and compound sentences.</li> <li>Using homonyms correctly: <i>plain, plane, rain, reign, rein</i></li> </ul>	"I've Turned into a Carrot," Prelutsky
<b>Week 30</b>	<ul style="list-style-type: none"> <li>Shurley Lesson 143-145: Learning parts of a friendly letter.</li> <li>Using homonyms correctly: <i>read/red, real/reel, right/write</i></li> </ul>	"
<b>Week 31</b>	<ul style="list-style-type: none"> <li>Shurley Lessons 146-148: Learning parts of an envelope</li> <li>Using homonyms correctly: <i>road/rode/rowed, scene/seen, sea/see</i></li> </ul>	"
		"
<b>May</b>		
<b>Week 32</b>	<ul style="list-style-type: none"> <li>Shurley Lessons 149-152: Matching parts of a friendly letter and envelope</li> <li>Writing a friendly letter to a friend.</li> <li>Learn to use subject and object pronouns correctly.</li> <li>Using homonyms correctly: <i>seam/seem, sew/so, side/sighed</i></li> </ul>	"The Owl and the Pussycat," Lear
<b>Week 33</b>	<ul style="list-style-type: none"> <li>Shurley Lessons 155-156: Writing a thank-you note (last lessons in <u>Shurley book</u>)</li> </ul>	"

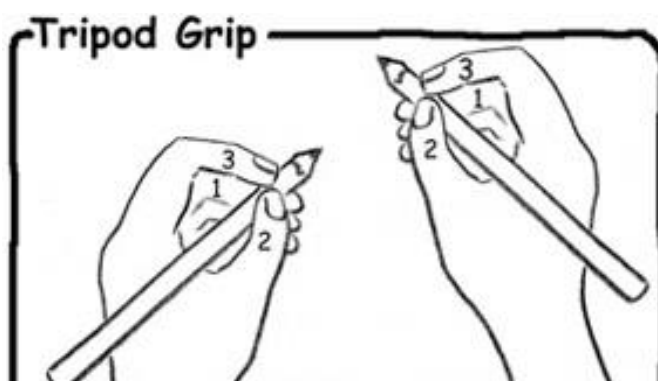
	<ul style="list-style-type: none"> <li>Using homonyms correctly: <i>some/sum, son/sun, steal/steel, tail/tale</i></li> </ul>	
<b>Week 34</b>	<ul style="list-style-type: none"> <li>Review classifying sentences</li> <li>Using homonyms correctly: <i>theirs/there's, threw/through, wait/weight, week/weak</i></li> </ul>	"Bed in Summer," Stevenson
<b>Week 35</b>	<ul style="list-style-type: none"> <li>Review classifying sentences</li> <li>Using homonyms correctly: <i>wear/where, who's/whose, wood/would</i></li> </ul>	"
<b>Week 36</b>	Review	

### SPECIFIC HANDWRITING OBJECTIVES

1. Write in manuscript comfortably and consistently with the correct tripod pencil grip and letter formation.
2. When writing on paper without the middle dotted line, learn to make lower case letters consistently about half the height of upper case or "tall" letters.
3. The copywork selections should be integrated with composition and grammar objectives.

### HANDWRITING LESSON PLANNING AND TEACHING STRATEGIES:

1. On Day 1, teach and enforce the proper pencil grip.
2. Follow the Zaner-Bloser Student Book, supplementing with copies of Practice Masters when needed.
3. Make a transparency or use the document camera to project the page onto the white board. Model correct writing for them. Their writing should match the example above in formation, size and spacing.
4. Make sure students are beginning at the correct start points.
5. Circle around the room, having students erase and correct as needed.
6. **Copywork:** Use the Zaner-Bloser Plus program to type your own copywork. Copy
  - a. Use the Grade 3 paper template.
  - b. Type copywork, leaving a space below for the student to write below. His writing should match the size, formation and spacing of the example above. Copy a blank, ruled handwriting page on the other side for dictation.
  - c. Day 1: Copywork
  - d. Day 2: Dictate the copywork on the blank side. Students may not look back.
  - e. Write corrections on the copywork and the dictation.
  - f. Day 3: Copywork #2
  - g. Day 4: Dictate the copywork #2 on the blank side, etc.



### **SPECIFIC COMPOSITION OBJECTIVES**

Begin the composition objectives after reviewing formation of all the lowercase and uppercase letters.

1. Write dictated sentences with a capital letter and an end mark. (I)
2. Write original sentences with a capital letter and an end mark. (I)
3. Write original sentences using spelling or vocabulary words. (I)
4. Write answers to questions in complete sentences in content area work (especially Bible, history and science. Use “dress-ups” for these sentences. (I)
5. Avoid sentence fragments. (I)
6. Avoid run-on sentences. (I)
7. Writing compositions in imitation:
  - a. Write key word outlines together as a class (independence will come by the end of 2<sup>nd</sup> grade).
  - b. Write 5-7 sentence paragraphs independently using a key word outline of a pre-written paragraph with proper sentence structure and syntax.
  - c. Expand vocabulary by using the IEW Wall Charts, such as the “Banned Word List” and Adverb Wall Chart
  - d. Use the following IEW stylistic techniques to improve creative expression:

<b>From IEW</b>	
“Dress Ups”	<input type="checkbox"/> Strong verbs <input type="checkbox"/> Quality adjectives <input type="checkbox"/> Adverbs

"Sentence Openers"	<input type="checkbox"/> Use prepositional phrase at the beginning of the sentence (followed by comma). <input type="checkbox"/> Start the sentence with an –"ly" adverb <input type="checkbox"/> "ing" (e.g., <u>Shrieking</u> with fear, Peter scrambled away from the wolf.) <input type="checkbox"/> Clausal Starter: begin the sentence with <i>when, while, since, although, because</i> )
"Sentence Styles"	<input type="checkbox"/> Repeating –"ly" adverbs (Angrily and violently he swung . . . ) <input type="checkbox"/> Repeating verbs (The mouse gnawed, jerked and yanked . . . )

### **COMPOSITION LESSON PLANNING AND TEACHING STRATEGIES:**

#### **1. *First Quarter – Imitation and Oral Narration***

##### **a. *Imitation (Copywork):***

- i. Students copy selections of sentences relating to grammar, poetry they are memorizing, and Scripture verses. Many sentences may be found at the bottom of the page in SWR under the week's spelling list. Use the Zaner-Bloser Plus program for typing your own copywork.
- ii. The next day, these sentences are written from dictation without looking at the originals.
- iii. **Homework:** Students should check their dictation against the original copywork (in school) and make corrections in red. Then the students rewrite the dictation correctly for homework (on the same page) and turn it in for a handwriting grade.

##### **b. *Narration (Integrate with reading time):*** Read aloud a section from a book and have a few students take turns telling back what they remember. Their narration should be concise, using complete sentences. Ask other students if they can add to the story. The following are suggested resources:

- i. *Aesop's Fables* (read aloud orally; students do not have a copy)
- ii. *Nature Reader*: Narration can be done in place of a reading group. The teacher reads aloud while the students read along. Stop after a paragraph and ask students to tell one thing they remember. (They can look back.)
- iii. *Boy of the Pyramids* (each student has a copy) The teacher reads a paragraph aloud and lets a few students tell one thing about that section.

#### **2. *Second Quarter – Continue Copywork and Narration. Begin Key Word Outlines and Paragraphs:***

- a. **Key Word Outline:** Key word outlining is modeled by the teacher and written together with class participation. The outline should contain 3-4 words or a 3-4



word phrase. In 1<sup>st</sup> grade, the key word outline will always be written as a class together.

- b. Writing paragraphs: (ladder this skill as noted below)
    - i. At first, have the students write 5 numbered sentences that correspond to their outline. Edit the sentences. Then the students write a first-line indented paragraph (skipping lines) by copying their edited sentences. They should have a proper heading at the top.
    - ii. After several of these ladder paragraphs, the students then learn to re-write paragraphs from the outline independently.
  - c. Dress-Ups: After the first two paragraphs, begin to teach the dress-ups (above) and have students include a dress-up or two in their paragraph.
3. ***Student discussion and presentation:***
    - a. Students verbally retell the key facts of articles and stories using their outlines in pairs and in front of the class.
    - b. Students share their finished paragraphs with each other in pairs and in front of the class.
  4. ***Guided practice to mastery***
    - a. Each step of the writing process, and each stylistic technique, should be modeled and practiced until students are very comfortable with them.
    - b. Students always write at least one rough draft which is edited by the teacher before the final draft is begun. The rough draft and the final drafts are given a grade.

***Note:***

- All writing should be completed in class. A slower student may take home his final draft to finish.

### **GRADING GUIDELINES**

Grammar, Composition, and Penmanship share the same class period, but they are graded as different classes. Neither class has categories or skill sets.

### **HOMEWORK GUIDELINES**

Homework is not given in grammar, handwriting or composition. It is not necessary for students to study for grammar tests at home.

### **SCHEDULE:**

1. Grammar/Composition: 5 days per week, 45-minute period. Total: 3.75 hours per week.
2. Additional scheduling notes:
  - i. Suggestion: Alternate teaching 5 days of grammar with 3 days of composition.

## **First Grade History and Geography**

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### **TEXTS AND MATERIALS:**

#### **Primary Materials**

*Story of the World, Vol. I, Ancient Times*

*Story of the World, Vol. I, Ancient Times Activity Book*

*Grammar of History Timeline*

History Pockets

*Map Skills for Today, Grade 1*

*Helping Your Child with Maps and Globes, K-3*

*Geography Songs*, book and CD, Troxel

Outline map book

Various history/geography books as teacher resources

### **GENERAL HISTORY AND GEOGRAPHY OBJECTIVES**

1. Understand that all of history has proceeded according to God's sovereign plan, and is framed by His three great actions: the creation of the heavens and the earth, the first coming of Christ, and the consummation of all things at Christ's second coming.
2. Whenever possible, analyze and discuss historical events as they reveal God's redemptive plan to bring more people to Christ, sanctify His church and protect the purity and right understanding of His word.
3. Understand events which show the sin of man and the effects of his depravity apart from God.
4. Recall a timeline of historical events from 4000 BC to 1991 AD, integrated with Biblically significant events and highlighted by God's redemptive actions on behalf of His people.
5. Students should not merely know facts about the period being studied, but be able to understand the narratives in terms of causes and effects and be able to make meaningful comparisons with other historical events and people.
6. Students will create a history portfolio of significant events studied with written synopses and creative illustrations.
7. Students will be able to identify on a map the continents, oceans, and the major countries, geographical features and cities of the world, particularly those studied during the year.
8. Students will grow in their ability to present information eloquently, confidently and enthusiastically.

### **SPECIFIC HISTORY OBJECTIVES**

1. Recite the *Grammar of History Timeline* from beginning to end, and be able to explain the significance and details of the events from 4000 BC through the Fall of Rome.
2. Recite the following additional history-related poems:
  - a. "Upper Egypt, Lower Egypt"
  - b. "Papyrus"
  - c. "Hatshepsut"
  - d. "King Tut"
  - e. "The Greek Alphabet"
  - f. "Trojan Horse"
  - g. "Olympic Games"
  - h. "Greek Columns"
  - i. "Battle of Marathon"
  - j. "Remus and Romulus"
  - k. "Hannibal"
  - l. "Julius Caesar"
  - m. "Crossing the Rubicon"
3. Describe the basic lifestyles of people during this period of history, including dress, technology, vocations, religious practices, education, housing, and entertainment.
4. Recall the following significant people and events from the following chapters of *Story of the World, Vol. I*, as well as *The Story Bible, Vos*:

Aug./Sept.		
Weeks 1-2	<b>Introduction: What is History? What is Archaeology?</b> <ol style="list-style-type: none"> <li>a. What do historians and archaeologists use for their tools of discover?</li> <li>b. Explanation of the timeline, the concepts of "BC" and "AD"</li> <li>c. Story of Creation from Genesis</li> <li>d. Cain and Abel</li> </ol>	
Week 2	<b>Chapter 1: The Earliest People</b> <ol style="list-style-type: none"> <li>a. The earliest nomads</li> <li>b. Nomads become farmers</li> <li>c. The Fertile Crescent</li> <li>d. Mesopotamia (meaning and location)</li> <li>e. Noah and the Flood</li> <li>f. The Tower of Babel</li> </ol>	
Week 3	<b>Chapter 2: The Egyptians Lived on the Nile River</b> <ol style="list-style-type: none"> <li>a. Locate the Nile and its delta; compare with pictures of the Mississippi delta. Does the Potomac have a delta?</li> <li>b. Unification of Upper and Lower Egypt</li> <li>c. The gods of ancient Egypt               <ol style="list-style-type: none"> <li>a. Recognize Isis, Osiris, Anubis, Horus, Ra</li> </ol> </li> </ol>	"Upper Egypt, Lower Egypt" poem

Week 4	<b>Chapter 3: The First Writing</b> a. Sumerian cuneiform writing ➤ Students make clay tablets and try to write their names in cuneiform b. Egyptian hieroglyphic writing	"Papyrus" poem
Week 5	<b>Chapter 4: The Old Kingdom of Egypt</b> a. Making mummies b. What Egyptians believed about life after death c. The Great Pyramid d. The Sphinx	
Week 6	<b>Chapter 5: The First Sumerian Dictator</b> a. Sargon and the Akkadians	
Week 7	<b>Chapter 6: The Jewish People</b> a. God speaks to Abraham ➤ Approximate date of Abraham's birth ➤ God's promise to Abraham ➤ Chant Abraham's descendants through the 12 sons of Jacob b. Joseph goes to Egypt	
Week 8	<b>Chapter 7: Hammurabi and the Babylonians</b> a. Code of Hammurabi b. How was Hammurabi different from Sargon c. Ziggurats d. Accomplishments of the Babylonians	
Week 9	<b>Chapter 8: The Assyrians</b> a. Shamshi-Adad b. The story of Gilgamesh	<b>Note: skip Chpt.9</b>
Week 10	<b>Chapter 10: The Far East – Ancient China</b> a. Lei Zu and the silkworm b. Pictograms of ancient China (students use watercolors to paint in their portfolios) c. Farming in ancient China	<b>Note: skip Chpt. 11 (Use the Anansi stories as read-alouds)</b>
Week 11	<b>Chapter 12: The Middle Kingdom of Egypt</b> a. Egypt invades Nubia b. The Hyksos invade Egypt	
Week 12	<b>Chapter 13: The New Kingdom of Egypt</b> a. The accomplishments of Thutmose I b. Hatshepsut c. Amenhotep and monotheism in Egypt ➤ Examine differences in Egyptian art under Amenhotep d. Nefertiti e. King Tut and Howard Carter (Read <i>King Tut: Lost and Found</i> )	"Hatshepsut" poem  "King Tut" poem  <u><b>Egyptian Day</b></u> (Egyptian feast, games, crafts)

Week 13	<b>Chapter 14: The Israelites Leave Egypt</b> <ul style="list-style-type: none"> <li>a. Baby Moses</li> <li>b. The Exodus</li> </ul>	"The 10 Plagues Song"
Week 14	<b>Chapter 15: The Phoenicians</b> <ul style="list-style-type: none"> <li>a. Phoenician trading, shipbuilding</li> <li>b. The founding of Carthage (story of Dido)</li> </ul> <b>Chapter 16: The Return of Assyria</b> <ul style="list-style-type: none"> <li>a. Ashurbanipal</li> <li>b. God's purpose in raising Assyria to punish Israel's idolatry</li> <li>c. The library at Nineveh</li> </ul>	
Week 15	<b>Chapter 17: Babylon Takes Over Again</b> <ul style="list-style-type: none"> <li>a. Nebuchadnezzar's madness</li> <li>b. The Hanging Gardens of Babylon</li> <li>c. God's purpose in raising Babylon to defeat Assyria and punish Judah's idolatry</li> </ul>	
Week 16	<b>Chapter 18: Life in Early Crete</b> <ul style="list-style-type: none"> <li>a. Bull-jumpers and sailors</li> <li>b. Minoan art and the palace at Knossos</li> <li>c. King Minos and the Minotaur</li> <li>d. The mysterious end of the Minoans</li> <li>e. Labyrinth project: Students are given two weeks to create their own labyrinth as a home project using any materials they choose. Students will give a brief presentation on their project describing: materials used, how they made it, how long it took to complete, and their own short story about the labyrinth.</li> </ul>	
Week 17	<b>Chapter 19: The Early Greeks</b> <ul style="list-style-type: none"> <li>a. The Mycenaeans</li> <li>b. The Greek Dark Ages</li> <li>c. Begin reading through the <i>Usborne Book of Greek Myths</i> for read-aloud time.</li> </ul>	
Week 18	<b>Chapter 20: Greece Gets Civilized Again</b> <ul style="list-style-type: none"> <li>a. The Greek alphabet</li> <li>b. The stories of Homer (read <i>The Trojan War</i>)</li> <li>c. The First Olympic Games</li> </ul> <b>Chapter 21: The Medes and the Persians</b> <ul style="list-style-type: none"> <li>a. The Rise of the Medo-Persian Empire</li> <li>b. Cyrus the Great</li> <li>c. God's purpose in raising the Medo-Persians to destroy Babylon and allow the return of the Jewish captives</li> </ul>	"The Greek Alphabet" "The Trojan Horse" "Olympic Games"

	d. Stories of Daniel and his 3 friends	
Week 19	<b>Chapter 22: Sparta and Athens</b> a. Life in Sparta b. Life in Athens c. Learn about daily life in ancient Greece: food, clothing, homes, plays, architecture, famous sites.	"Greek Columns" poem
Week 20	<b>Chapter 23: The Greek Gods</b> a. The story of the Golden Apple b. Make family tree/chart of the gods	
Week 21	<b>Chapter 24: The Wars of the Greeks (Week 21)</b> a. The Persian Wars i. Battle of Marathon ii. Persian "bridge" of boats across the Hellespont iii. Thermopylae iv. Battle of Salamis b. The Peloponnesian Wars	Battle of Marathon" poem
Week 22	<b>Chapter 25: Alexander the Great (Week 22)</b> a. Philip of Macedonia b. Story of Bucephelas c. Story of the Gordian Knot d. The Wonders of the Ancient World e. Alexander's invasions f. The death of Alexander and the division of his empire	<u><b>Greek Olympics and Feast</b></u>  <b>(Skip Chpt. 26)</b>
Week 23	<b>Chapter 27: The Rise of Rome</b> a. Romulus and Remus b. The Etruscans c. Art of the Etruscans	
Week 24	<b>Chapter 28: The Roman Empire</b> a. The Roman Gods b. The Roman Builders (the building of aqueducts and roads) c. Gladiators d. The persecution of Christian	
Week 25	<b>Chapter 29: Rome's War with Carthage (Punic Wars)</b> a. Hannibal crossing the Alps b. General Scipio and the defeat of Hannibal	"Hannibal" poem  <b>(Skip Chpts. 30-31)</b>
Week 26	<b>Chapter 34: The Rise of Julius Caesar</b> a. Caesar is kidnapped by pirates b. Caesar becomes a consul c. Caesar and the Senate	"Julius Caesar" poem

Week 27	<b>Chapter 35: Caesar the Hero</b> a. The Gallic Wars b. Crossing the Rubicon c. Caesar and Cleopatra in Egypt d. The death of Caesar	
Week 28	<b>Chapter 36: The First Roman Prince (Augustus)</b> a. Augustus' relation to Julius b. The popularity of Augustus c. Augustus becomes "First Citizen"	
Week 29	<b>Chapter 37: The Beginning of Christianity</b> a. The birth and life of Jesus b. Jesus' crucifixion and resurrection <b>Chapter 38: The End of the Ancient Jewish Nation</b> a. Destruction of the temple by Romans, 70 AD	
Week 30	<b>Chapter 39: Rome and the Christians</b> a. Nero and the fire in Rome b. Christians persecuted; hiding in the catacombs c. Constantine and the Edict of Milan	
Week 31	<b>Chapter 40: Rome Begins to Weaken</b> a. The British rebellion – Boudica and the Celts b. The division of the Roman Empire into East and West – Maximian and Diocletian	
Week 32	<b>Chapter 41: The Attacking Barbarians</b> a. Attila the Hun b. Visigoths c. Stilicho d. Vandals	
Week 33	<b>Chapter 42: The End of Rome</b> a. The last Roman emperor, Romulus Augustus b. The contributions of the Romans	
Week 34	<b>Chapter 32: China – Writing and the Qin</b> a. Calligraphy in China b. Warring states c. The first emperor and the Great Wall d. The first emperor's grave (terra cotta warriors) e. Show selections from "Discover China" (2009) – Netflix	
Week 35	<b>Chapter 33: Confucius</b> a. Examine whether his teachings were similar or different to Christ's	
Week 36	<b>Review and finish portfolio</b>	

### **SPECIFIC GEOGRAPHY OBJECTIVES**

1. Identify the difference between a map and a globe
2. Read and utilize a map key/legend.
3. Identify north, south, east and west.
4. Trace a route on a map.
5. Identify lines of longitude and latitude on a map and demonstrate a general understanding of how they are used to indicate a specific location.
6. Locate the Eastern and Western Hemispheres on a world map and on a globe.
7. Locate the Northern and Southern Hemispheres on a world map and on a globe.
8. Name the borders of the United States (Atlantic Ocean, Pacific Ocean, Canada, Mexico).
9. Write their own address and know the city, state and country they live in.
10. Name and label on a map the following places:
  - a. Continents (North America, South America, Europe, Asia, Australia, Africa, and Antarctica)
  - b. Oceans (Indian, Arctic, Atlantic, and Pacific)
  - c. The U.S.
  - d. Virginia
  - e. Canada
  - f. Mexico
  - g. Equator
11. Identify and locate important bodies of water in Israel and those bodies of water essential to ancient civilizations:
  - a. Tigris and Euphrates Rivers
  - b. Nile River
  - c. Jordan River
  - d. Red Sea
  - e. Mediterranean Sea
12. Identify on a map the ancient countries studied in history class.
13. Memorize the songs of the names the following places, while pointing to them on a map (use *Geography Songs* CD)
  - a. Canadian provinces
  - b. Central American countries
  - c. South American countries
  - d. Middle Eastern countries
  - e. Southern European countries
  - f. Western European countries
  - g. Scandinavian countries
  - h. British Isles

### **LESSON PLANNING AND TEACHING STRATEGIES:**

1. **Memory Work:** (*Daily at the beginning of each class for 10 minutes*) Sing songs and review chants, rhymes, and question/answer recitations. This is primarily a means of



reviewing facts learned and committing them to memory, not the primary means of instruction.

- d. Alternate days reciting a Geography Song (Troxel) with reciting part of the *Grammar of History Timeline*.
  - e. Recite history poems.
  - f. Question/answer review of recent events studied to lay the foundation for the current lesson of the day.
2. **Student Engagement:** Lessons should not consist of merely reading a *Story of the World* chapter aloud to the students. Students need to be engaged with:
- a. Vibrant, dramatic telling of the historical narrative (remembering that the best teachers are the best actors).
  - b. Visual aids (drawing maps and pictures on the board, using library book or internet pictures, etc.)
  - c. Giving students the opportunity to act out a scenario.
  - d. A variety of activities: games, crafts, videos, in-class projects
  - e. Discussion and questioning that:
    - i. Encourages students to make comparisons and contrasts with other events and people.
    - ii. Helps students relate historical/cultural knowledge to their own lives and culture, and encourages them to illustrate the events from their own experience.
    - iii. Requires the student to give a reason for his statements and answers.
3. **Portfolio Work:**
- a. This is the student's homemade history textbook. It should have a paragraph summary of key events from selected chapters, along with the student's own drawings, coloring pictures, maps, factual information, "history pocket" items, etc.
4. **Review and Assessment:**
- a. *Informal daily assessment:*
    - i. Students respond to questions (in complete sentences), orally or in writing, to explain the concepts learned during the lesson. The teacher should keep track of each student's ability to recall information.
    - ii. Students are frequently asked to narrate orally (brief 2-3 sentences) the main events of a history lesson.
5. **Presentation Projects:**
- a. Labyrinth project (when studying Theseus and the Minotaur)
  - b. Students regularly recite individually and in pairs the history poems and history timeline aiming at the Oral Presentation Guidelines.

### **HISTORY FIELD TRIPS AND SPECIAL EVENTS:**

1. Museum of Natural History (particularly the ancient history section with mummies)
2. Cub Run Rec. Center archaeological dig and nature walk (ask for Mrs. Malme)
3. Egyptian Day
4. Greek Olympics and Feast

**SCHEDULE:**

Four 45-minute periods per week – History

One 45-minute period per week – Geography (or two 20-25 periods)

## ***First Grade Math***

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### ***Math Fact Minimum Benchmarks (1<sup>st</sup>-6<sup>th</sup>)***

<b>Grade</b>	<b>Number of Problems</b>	<b>Addition (0-10)</b>	<b>Subtraction (0-20)</b>	<b>Multiplication (0-12)</b>	<b>Division (0-12)</b>
1 <sup>st</sup>	50	3 min.	4 min. (0-10)		
2 <sup>nd</sup>	50	2.5 min.	3 min.		
3 <sup>rd</sup>	50	2 min.	2.5 min.	2.5 min. (0-10)	3 min. (0-10)
4 <sup>th</sup>	50	2 min.	2 min.	2 min.	2 min.
5 <sup>th</sup>	50	1.5 min.	1.5 min.	1.5 min.	1.5 min.
6 <sup>th</sup>	50	1.5 min.	1.5 min.	1.5 min.	1.5 min.

### **TEXTS AND MATERIALS:**

#### **Primary Texts: Singapore Standards Edition:**

Teacher's Guide 1A and 1B

Singapore Workbooks 1A and 1B, one per student (use for homework)

Textbooks 1A and 1B, one per student (stays at school)

Test Booklets and Answer Keys

*Mastering Math Facts* (in binder and in Sync)

*Pattern Sheets*, Davidson

*Sprints Blackline Masters 1*, Singapore

*Sprints 1*, Davidson

Rekenrek book

*The Great Book of Counting*, Davidson

#### **Essential Manipulatives and Visuals:**

- Rekenrek
- Ten-frame cards
- Whole-part cards (showing number bonds to 10)

- Popsicle sticks and rubber bands
- Linking cubes
- Counting disks
- Coins (Each parent is asked to supply a bag containing: 8 quarters, 10 dimes, 10 nickels, 10 pennies)
- Individual student white boards or wipe-off mats

**Supplementary Texts:**

Singapore *Intensive Practice* 1A and 1B

Singapore *Challenging Word Problems*

Calculadders

In Sync, Singapore *Topical Worksheets*, 1A and 1B

[www.engageny.com](http://www.engageny.com): excellent extra practice sheets.

**GENERAL OBJECTIVES**

1. Understand that God gave us numbers and math in order to help us understand His creation.
2. Continue to develop strong number sense:
  - a. Count from any number to any number (within grade-level appropriate numbers)
  - b. Split a number into any number of parts
  - c. Compare any two numbers by subtraction.
  - d. Represent the relationships between a whole and its parts concretely, with pictures, and abstractly with numbers and number sentences.
3. Use math language properly and be able to explain the reasons for an answer.
4. Determine the reasonableness of an answer.
5. Develop the ability to see patterns in numbers.

## **PRIMARY OBJECTIVES**

(from the Singapore Standards Edition Scope and Sequence)

### ***Whole Numbers***

- Understand and use ordinal numbers to describe position.
- Compare two or more sets of objects up to 10 and identify which set is equal to, more than, or less than the other.
- Compare two sets of objects up to 10 and determine how many more or less are in one set than the other.
- Count objects in a set, read, and write numerals to 30.
- Count and identify 1 more than or 1 less than, 10 more than, 10 less than a number within 100.
- Compare numbers within 100 and use the symbols  $<$ ,  $+$ ,  $>$ .
- Understand number order and know that larger numbers describe sets with more objects in them than smaller numbers.
- Use place-value models to represent numbers to 100.
- Read, write in words, standard, and expanded notation, and identify place values of digits for numbers within 100.
- Make reasonable estimates when comparing numbers and sets of objects within 100.
- Describe and extend regular number patterns within 100, including counting by 2's and 20's.

### ***Addition and Subtraction of Whole Numbers***

- Understand number bonds and part-whole concept.
- Understand the meaning of addition (missing whole, putting together, counting on, and simple addition stories).
- Understand the meaning of subtraction (missing part, taking away, counting back, and simple subtraction stories).
- Add and subtract numbers within 20.
- Use inverse relationship between addition and subtraction.
- Learn addition and subtraction facts within 20.
- Compare numbers by using subtraction to find the difference.
- Add and subtract numbers within 100.
- Count by 10's within 100.
- Find the sum of three 1-digit numbers

### ***Multiplication and Division of Whole Numbers***

- Use repeated addition and arrays to solve multiplication problems within 40.
- Use sharing and grouping to divide.
- Recognize and extend linear patterns.

***Mental Math Strategies***

- Use the commutative and associative properties to perform mental calculations and check results.
- Add 1-digit numbers involving renaming (e.g.,  $7+5$ ) by making a ten.
- Subtract 1-digit number involving renaming (e.g.  $14-8$ ) by subtracting from a ten.
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***Fractions***

- Recognize and name halves and fourths.

***Money***

- Identify and know the value of coins and use the cent symbol.
- Identify and know the value of bills and use the dollar symbol.
- Count combinations of coins.
- Count combinations of bills.

***Time***

- Relate time to events.
- Tell time to the half hour (analog clock).

***Length, Weight, Mass, Capacity***

- Compare and measure length and weight by making direct comparisons with reference objects.
- Compare and measure capacity by making direct comparisons with reference objects.
- Compare and measure length, and weight using nonstandard units.
- Compare and measure capacity using nonstandard units.

***Geometry***

- Give and follow directions about location.
- Arrange and describe objects in space by proximity, position, and direction.
- Identify, describe, and categorize common 2-dimensional shapes, including the faces of 3-dimensional objects.
- Identify common 2-dimensional shapes within compound shapes, combine shapes within compound shapes, combine shapes to form common shapes.
- Describe and extend repeating patterns involving color and shapes.

***Word Problems***

- Make addition/subtraction stories from problem situations.
- Write equations and solve simple addition/subtraction stories.
- Solve simple multiplication/division problems using objects and pictures.
- Write equations and solve one-step word problems involving addition/subtraction.

### ***Whole Numbers***

- Understand and use ordinal numbers to describe position.
- Count objects

### ***Data Analysis and Probability***

- Sort objects and data by common attributes.
- Represent and compare data using picture graphs, bar graphs and tally charts.

### ***Algebra Preparation***

- Solve problems involving numeric equations or inequalities.
- Select appropriate operational symbol to make an expression true.
- Use boxes and other symbols to stand for unknown numbers in expressions and equations.

## **LESSON PLANNING AND TEACHING STRATEGIES:**

### ***A. Math Fact Practice (daily)*** (3 min.)

- Timed fact practice sheets (*Mastering Math Facts* or *Pattern Sheets*)
  1. Orally review the sheet together first (call out problem and answers together)
  2. Students are timed for 1 minute; then they circle the last problem completed.
  3. With red pens, students check own sheets (call out problem and answers together). They write answers for unfinished problems with the red pen.
  4. These sheets are collected and graded 2-3 times per week.
- Class practice using whole-part cards and math fact cards

### ***B. Sprints (daily)*** (3 min.)

- Sprint worksheets are used to develop number sense and to help students internalize concepts by focusing their attention on:
  - Patterns and relationships between numbers
  - Problem solving by relating the simpler problem to the more complex
- Sprints are used to practice concepts already taught and practiced beforehand in untimed exercises.
- Sprints are timed for one minute.
- Sprints should be given on concepts already covered.
- For directions on administering Sprints, see the Introduction in the Sprint book.

### ***C. Fluency Practice (daily)*** (3 min.)

- Counting using the Rekenrek, 10-frames, or other manipulatives.
- Counting by 1s and skip counting orally backwards and forwards.
- Use *The Great Book of Counting* for counting ideas related to concepts studied.

### ***D. Problem Solving (daily)*** (7-8 min.)

- All lessons should include a time of solving and/or writing word problems together (2-3 problems).

**E. Main Lesson (daily) (40 min.)**

- Teach new concept or practice/re-teach previously taught concepts
- Practice concepts in groups or individually
- Class work from Singapore Workbook, Topical Worksheets, or teacher-created sheets.

**F. Math Journal**

- Students will keep a math journal with sample problems from each day's lesson as well as math vocabulary they must learn.

**G. Homework (Monday – Thursday)**

- Singapore Workbook, Topical Worksheets, or teacher-created sheets.
- Homework is checked in class the next day together and graded for completion only.
- Homework should be used to practice concepts already learned in class. Parents should not be in the position of having to teach new concepts at home.

**H. Assessments**

- The teacher should assess students' understanding by means of
  - Question and answer; student explanations of concepts and procedures (daily)
  - Practice on wipe-off boards (daily)
  - Short teacher-created quizzes
  - Singapore curriculum tests

**GRADING GUIDELINES**

- Tests and Quizzes 70%
  - Students are required to re-work all problems missed on tests and quizzes as a homework assignment. They are then given another math test grade that reflect  $\frac{1}{2}$  given back for each correction.
- Math Facts 20%
- Homework completion 10%

**SCHEDULE**

5 one-hour periods per week – 5 hours total



## ***First Grade Phonics, Spelling, Reading***

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### **PHONICS/SPELLING TEXTS AND MATERIALS:**

#### **Primary Materials**

*Spell to Write and Read*, Senseri (SWR)  
*WISE Guide*, Senseri  
Phonogram Flashcards  
Spelling Rule Flashcards  
Phonogram CD  
Notebooks for Phonics Log  
Phonics Log Masters

### **GENERAL SPELLING AND PHONICS OBJECTIVES**

1. Appreciate that we learn phonics in order to read well, primarily so that we can read and understand God's word, the Bible.
2. Through stronger phonetic understanding, be able to comprehend and enjoy a wider variety of reading material.
3. Understand that we honor God and show thankfulness for the language He has given us when we learn our own language well and communicate with attention to correct spelling.
4. Improve analytical ability as students analyze words for applicable spelling rules.
5. Practice and improve decoding and encoding skills.
6. Improve ability to visualize symbols in order to improve visual memory.
7. Expand vocabulary and improve ability to use words correctly in sentences.
8. Integrate and reinforce grammar concepts as they apply to the spelling words.

### **SPECIFIC PHONICS / SPELLING OBJECTIVES**

#### **Phonics Objectives using the *Spell to Write and Read* Program:**

1. Know all sounds of the 70 phonograms which represent the 45 sounds in the English language: *a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, qu, r, s, t, u, v, w, x, y, z, ai, ar, au, aw, ay, ch, ci, ck, dge, ea, ear, ed, ee, ei, eigh, er, ey, gn, ie, igh, ir, kn, ng, oa, oe, oi, oo, or, ou, ough, ow, oy, ph, sh, si, tch, th, ti, ui, ur, wh, wor, wr.*
2. Know the 28 spelling rules in the *SWR* program and how they apply to words in the weekly lists.
3. Learn to spell 640 of the most commonly used English words in lists **A through L** in the *WISE Guide* (20 words per week), 33 spelling lists.
4. Maintain a phonics log that contains these phonograms and rules along with examples of words that use them.

5. Be able to explain the rationale of each word's spelling using the spelling rules.
6. Be able to mark the spelling words with the correct mnemonic symbols.
7. Distinguish between initial, medial and final sounds in oral speech.
8. Distinguish syllables in oral speech.
9. Decode monosyllabic words.
10. Decode polysyllabic words.

**The following "Supplemental Exercises" from the *WISE Guide* should be completed in order to focus on these additional objectives:**

- a. Correctly add prefixes and suffixes to spelling words to make new words.
- b. Write original sentences with spelling words.
- c. Create a sentence orally and written using at least two spelling words.
- d. Make contractions with spelling words.
- e. Correctly write sentences from dictation with spelling words.
- f. Correctly identify the parts of speech of all spelling words.
- g. Learn the plural forms of spelling words that are nouns.
- h. Learn the past and future tenses of spelling words that are verbs.
- i. Learn to form degrees of comparison with spelling words that are adjectives.
- j. Learn to change some adjectives into adverbs by adding *-ly*.
- k. Learn derivatives of spelling words and their meanings.
- l. Learn Latin and Greek origins of spelling words.
- m. Learn homophones of words in the spelling lists.
- n. Use spelling words in analogies.
- o. Learn to make metaphors and similes using spelling words.
- p. Learn multiple meanings of spelling words.
- q. Form compound words using the spelling words.
- r. Find appropriate synonyms and antonyms for spelling words.
- s. Be able to alphabetize spelling words to the first letter.

**Decoding Objectives using the *Seeing Stars Decoding Workbooks*:**

1. Decode one-syllable nonwords and real words to improve word attack skills with the following vowel-consonant patterns:
  - *Review*: VC, CV (every other lesson)
  - CVC (blue book lessons 1-34)
  - CCV, VCC, CVCC, CCVC (green book lessons 1-34)
  - CCVCC (purple book lessons 1-34)
2. Identify open and closed syllables.
3. Decode two-syllable words with the following suffixes: *ly, le, ful, ing, er, ment, less, ness, tion* (yellow book lessons 1-11).
4. Decode 300 sight words to improve word recognition skills and fluency.
5. Decode sentences to apply sight words and phonetic processing to context.
6. Visualize words, sentences and vocabulary to strengthen visual memory.
7. Spell (in writing and by visualizing) the words in each lesson.

## **LESSON PLANNING AND TEACHING STRATEGIES:**

**The following teaching strategies are primary:**

1. *Multi-sensory involvement*: students *see, hear, say, and write* the phonograms and spelling words.
2. *Direct instruction*: the teacher shows through modeling and examples, and the students practice to mastery.
3. *Group response*: students chant the phonograms and spelling rules.
4. *Dictation*: dictation, rather than copying, encourages students' active thinking about the words they are writing, the phonograms that comprise them, and the rules that apply.
5. *Student illustration*: students create their own phonics reference book and therefore internalize the concepts better.
6. *Socratic instruction*: through dialogue, students analyze the spelling words and determine the spelling rules and appropriate markings of words, applying the known to the unknown.

### **Lesson Planning Overview for the *Spell to Write and Read* Program**

The following is an overview of a typical week. Detailed instructions for teaching the *Spell to Write and Read* program can be found in the teacher's guide.

#### ***Spell to Write and Read* Program**

The following should be part of the daily class routine during the week. Specific lesson plans are at the top of each *WISE Guide* spelling list under "Preliminaries":

1. **Daily**: Teach and/or review phonograms using flashcards.
2. **Daily**: Teach/review spelling rules using flashcards.
3. **Monday**: Send home "next week's" list of words.
4. **Monday-Wednesday**: Read aloud "last week's" spelling words and enter 6-7 new words from "next week's" list in the phonics log.
5. **Monday-Wednesday**: Give a quick quiz on 6-7 of "last week's" words (the ones they will be tested on this week). This should be checked and handed back for evening study of words missed.
6. **Thursday**: Create/review phonics log reference pages.
7. Quiz students as indicated in *WISE Guide* on phonograms using their individual white boards.
8. **1-3 days per week**: Complete the "Spelling Enrichment" exercises listed in the "Specific Objectives" above.

***Phonogram Test***: *Once per week* (may be part of the spelling test). This test should cover 5 (beginning of the year) up to 10 phonograms (4<sup>th</sup> quarter). Say the phonogram with the "clue" on the back of the phonogram card, e.g. "/j/, 3-letter /j/". Students will write the phonogram. Students and parent should know at the beginning of the week which phonograms will be on the test.

***Friday, Spelling Test:*** On Friday, give a test on the previous week's works and send home the spelling list for the words just dictated this week:

- The test will cover 20 spelling words, 5-10 phonograms and one or two dictation sentences using spelling words (current and past).

### **Lesson Planning Overview for the Seeing Stars Decoding Workbooks**

***Three to four lessons per week:***

1. Students alternate reading aloud chorally and individually the word lists. When students make an error, the teacher should ask questions that lead the student to self-correct.
2. Students write 3-4 words from dictation and self-correct from the board after each word.

### **SPELLING/PHONICS HOMEWORK GUIDELINES**

**Spelling/Phonics:**

1. Students must read aloud the spelling list to a parent (the words that will be on the upcoming Friday test).
2. Students will take home their quick quiz on Monday through Thursday and write the missed words 3 times.

**Seeing Stars:**

1. Assign home reading of 3-4 Seeing Stars pages each week (pages already completed in class).

### **GRADING GUIDELINES FOR SPELLING**

Spelling Tests: 70%

Usage (spelling in writing): 30%

## **READING TEXTS AND MATERIALS:**

### **Reading Fluency and Comprehension Resources:**

McCall Crabbs: Standard Test Lessons in Reading, Book A

*Seeing Stars Decoding Workbooks*, Books 1-5

### **Literature to Read in Class and for Homework** (in order of difficulty):

*Lets's Read 6 and 7* (Robin will use these with the lowest reading group)

*The Big Blue Book of Beginner Books*

*A Fish Out of Water*

*Cat in the Hat*

*Henry and Mudge: The First Book*

*Henry and Mudge in Puddle Trouble*

*Frog and Toad Are Friends*

*Frog and Toad Together*

*Mouse Soup*

*Mouse Tales*

*Mr. Putter and Tabby Pour the Tea*

*Romulus and Remus*

*Polar Opposites*

*Ling & Ting: Not Exactly the Same*

*The Bravest Dog Ever*

*Upstairs Mouse, Downstairs Mole*

*Nate the Great*

*Nate the Great and the Lost List*

*Aesop's Fables*

*The Bears on Hemlock Mountain*

*Growing Up Where Jesus Lived*

*Doctor DeSoto*

*Peter Rabbit*

*Little House in the Big Woods*

*Christian Liberty Nature Reader* (use as a read-aloud/read-along that students can narrate back)

## **READING FLUENCY AND COMPREHENSION**

### **GENERAL OBJECTIVES**

1. Understand that God has created language and written communication so that we might use it to reflect on Him, His principles and all that He has created.
2. Develop Christ-like character and a biblical worldview through reflection upon the characters and themes of the literature we read.
3. Improve reading fluency and expression.

4. Develop thoughtful comprehension through the discussion of truth, goodness, virtue and beauty in literature.
5. Develop better listening comprehension.
6. Increase knowledge of new vocabulary and be able to use new words correctly in writing.
7. Increase enjoyment of reading with engaging literature selections.
8. Develop ability to discuss ideas and make comparisons/contrasts with other situations and characters.

### **SPECIFIC READING OBJECTIVES**

#### **Fluency**

1. Use clues within the structure of the written language to enable fluent, meaningful, and expressive oral reading. These clues include: punctuation, dialogue conventions, phonetic rules, parts of speech, connection of ideas, themes through a passage, presence of important transition and signal words (indicating time, sequence, cause/effect, and comparison).
2. Read with appropriate volume and engaging expression.
3. Read smoothly without breaks, excessive self-correction or sounding out.
4. Read at an appropriate conversational pace, varying pacing for expression and interest.
5. Read a grade level passage with a fluency rate of at least 70 WPM

#### **Vocabulary Development**

1. Use context clues to infer the meaning of unfamiliar words and their significance to the passage.
2. Learn new vocabulary words encountered in their reading and keep a vocabulary log of new words.
3. Use new vocabulary words in original sentences, in “pattern” sentences in grammar class, and in paragraph compositions. (The teacher should keep a list of new vocabulary words on a poster in the room.)
4. Be familiar with and identify examples of the following terms:

*plot*  
*character*  
*conflict*  
*climax*  
*solution/resolution*  
*setting*  
*hero*  
*non-fiction*  
*fiction*  
*dialogue*  
*myth*  
*fable*

## **Comprehension**

1. Identify key words in a sentence, paragraph, or short text (in order to narrate it well).
  2. Retell, narrate, and summarize a passage or story (orally and in written expression).
  3. Recall and sequence the main events of a story.
  4. Identify, compare and contrast characters according to their characteristics, positions, relationships to each other, roles in the books, etc.
  5. Identify and discuss the motivating principles of characters and distinguish between principles that are consistent with God's word and those that are not.
  6. Identify examples of cause and effect in the text (starting with main events).
  7. Identify main story elements: character, setting, plot (problem/solution).
  8. Use "Structure Words" to better visualize the events, places and characters in stories.
- These

## **LESSON PLANNING AND TEACHING STRATEGIES:**

### **Fluency Practice**

1. At school: Students participate in reading groups where they read orally (individually and chorally), listen and follow along with other students. Students are encouraged to read loudly with strong voices and appropriate expression.
2. At home: Individual oral reading daily to the parent (15 minutes at home). Selections read at school during class should be re-read at home aloud to parents.

### **Vocabulary Development**

1. Review new vocabulary words daily in class and encourage students to use them in sentences.
2. Hold spelling and vocabulary bees to help students retain the vocabulary words.

### **Reading Comprehension:** Encourage students to:

1. Identify the title, author, and illustrator.
2. Describe characters in the story, their characteristics as good or bad, and explain whether or not they change over the course of the story.
3. Predict what might happen next in the story.
4. Discuss orally his or her opinion of the story and characters.
5. Answer oral and written questions about their reading (in complete sentences).
6. Stimulate students to visualize the story in their heads with explicit "pictures" using the following "Structure Words" to help frame questions:
  - a. **What** "What is the main thing (or person) you *see* that you just read about?"
  - b. **Size** "How big is the \_\_\_\_\_?"
  - c. **Color** "What color do you *see* for the \_\_\_\_\_?"
  - d. **Number** "How many \_\_\_\_\_ do you *see*?"
  - e. **Shape** "Describe the shape you *see* for the \_\_\_\_\_."
  - f. **Where** "Where do you *see* \_\_\_\_\_ walking, playing, etc.?"
  - g. **Movement** "What do you *see* \_\_\_\_\_ doing?"
  - h. **Mood** "How does \_\_\_\_\_ *look* like he feels?" (angry, sad, happy, etc.)



- i. **Background** “What else do you *see* besides the (for example) pirate ship and the pirate? (cloudy sky, waves, dolphins leaping up, etc.)
  - j. **When** “When do you see this happening?” Early morning, night, a long time ago, etc.
  - k. **Sound** “What sounds do you hear?”
7. Alternate once a week using the McCall Tests for reading and listening comprehension practice:
- a. **McCall Tests For Reading Comprehension**
    - i. **First Quarter:**
      - 1. Pre-read the paragraph aloud to the students while they follow along, stopping after each sentence and asking “picturing” questions like those above.
      - 2. The teacher reads aloud the paragraph a 2<sup>nd</sup> time while the students read aloud with the teacher.
      - 3. The teacher lets the students answer the questions without looking back at the paragraph. (Students fold back their papers so they cannot see the questions.)
    - ii. **Second Quarter:**
      - 1. Pre-read the paragraph aloud to the students while they read along silently.
      - 2. Then students answer questions on their own without looking back at the paragraph.
    - iii. **Third/Fourth Quarters:** Students read the paragraph on their own. (Students fold back their papers so they cannot see the questions.) Then students flip the paper over and answer the questions without looking.
  - b. **McCall Tests For Listening Comprehension**
    - i. Read the McCall paragraph aloud slowly with great expression, reminding them beforehand of the “structure words” to stimulate visual imagery.
    - ii. Give the students only the answer portion of the sheet and have them answer questions. During the first and second quarters, read the questions for them.
8. **Teacher Read-Aloud Periods**
- i. Read aloud to students from a book with great expression for at least 4 days a week, 15-20 minutes each day. Use the books from the Literature List below.

### **Homework Guideline for Reading Assignments**

- a. Assign 10-15 minutes of read-aloud homework from the current reading book (a specified number of pages or a chapter). This should be a re-reading of a section already read aloud in class (for fluency).
- b. Students are required to read aloud to parents, not silently to themselves.
- c. The book must be sent home in a plastic zip-lock bag and returned in the bag.
- d. The teacher reads aloud daily to students from the books listed on the First Grade Literature List.

## **GRADING GUIDELINES**

The "Reading" grade on the report cards is based on the following:

1. **Fluency (50%)**: Use the Oral Reading Assessment to determine a weekly grade for oral reading fluency
2. **Comprehension (50%)**:
  - a. McCall Crabb tests
  - b. Comprehension assessment during reading groups.

## **SCHEDULE:**

Spelling/Phonics: Five 30-minute periods per week - 2.5 hours

Reading: Five 30-minute periods for Reading- 2.5 hours

Teacher Read-Alouds: At least four 20-minute periods per week – 80 minutes per week

## **FIRST GRADE LITERATURE LIST (For Reading Aloud)**

<b><u>TITLE</u></b>	<b><u>AUTHOR</u></b>
<i>Amazing Bone, The</i>	Steig (and other Steig books)
<i>Amelia Bedelia</i>	Parish
<i>Amos and Boris</i>	Steig
<i>Angelina Ballerina</i> (series)	Holabird
<i>B is for Betsy</i>	Haywood
<i>Babar</i> books	deBrunhoff
<i>Balto and the Great Race</i>	Kimmel
<i>Bears on Hemlock Mountain, The</i>	Dalgliesh
<i>Bill and Pete</i>	De Paola
<i>Bill and Pete Go Down the Nile</i>	De Paola
<i>Billy and Blaze</i> (series)	Anderson
<i>Birthday for Francis, A</i>	Hoban (any Frances book is great)
<i>Blind Colt, The</i>	Rounds
<i>Blueberries for Sal</i>	McCloskey
<i>Book of Giant Stories</i>	Harrison
<i>Brave Irene</i>	Steig
<i>Bravest Dog Ever, The</i>	Standiford
<i>Bread and Jam for Francis</i>	Hoban
<i>Canada Geese Quilt</i>	Kinsey-Warnock
<i>Caps for Sale</i>	Slobodkina
<i>Case of the Golden Key, The</i>	Preller
<i>Case of Hermie the Missing Hamster, The</i>	Preller
<i>Chair For My Mother, A</i>	Williams
<i>Chanticleer and the Fox</i>	Cooney
<i>Child's Garden of Verses</i>	Stevenson
<i>Chester's Way</i>	Henkes
<i>Cloud Book, The</i>	De Paola

<i>Cloudy with a Chance of Meatballs</i>	Barrett
<i>Crow Boy</i>	Yashima
<i>Daniel's Duck</i>	Bulla
<i>Dandelion</i>	Freeman
<i>Dick Whittington and His Cat</i>	Brown
<i>Emperor's New Clothes</i>	Anderson
<i>Fables</i>	Lobel
<i>Five Chinese Brothers, The</i>	Bishop
<i>Five True Dog Stories</i>	Davidson
<i>Flat Stanley</i>	Brown
<i>Floss</i>	Lewis
<i>Fool of the World and the Flying Ship, The</i>	Ransome
<i>Frederick (or other Lionni books)</i>	Lionni
<i>Frog Prince, The</i>	Galdone
<i>Greg's Microscope</i>	Selsam
<i>Hannah</i>	Whelan
<i>Hare and the Tortoise, The</i>	Galdone
<i>Harry the Dirty Dog</i>	Zion
<i>Henry and Mudge and the Forever Sea</i>	Rylant
<i>Horton Hatches an Egg</i>	Seuss (and other Seuss books)
<i>Horton Hears a Who</i>	Seuss
<i>Jack and the Beanstalk</i>	Moon
<i>Johnny Appleseed</i>	Kellogg
<i>Keep the Lights Burning, Abbie</i>	Roup
<i>Last Little Cat, The</i>	Dejong
<i>Lentil</i>	McCloskey
<i>Leo the Late Bloomer</i>	Kraus
<i>Lily and the Purple Plastic Purse</i>	Henkes
<i>Little Engine That Could</i>	Piper
<i>Little House, The</i>	Burton
<i>The Little House on the Prairie</i>	Wilder
<i>Littles, The</i>	Peterson
<i>Make Way for Ducklings</i>	McCloskey
<i>May I Bring a Friend?</i>	de Regniers
<i>Mike Mulligan and His Steam Shovel</i>	Burton
<i>Miss Nelson is Missing! (series)</i>	Allard
<i>Mother Goose Riddle Rhymes</i>	Low
<i>Mr. Grumpy's Outing</i>	Burningham
<i>Napping House, The</i>	Wood
<i>Nate the Great (series)</i>	Sharmat
<i>Next Spring an Oriole</i>	Whelan
<i>Nice New Neighbors</i>	Brandenberg
<i>Old Woman and Her Pig</i>	Galdone (and other Galdone books)
<i>One Morning in Maine</i>	McCloskey
<i>Owliver</i>	Kraus
<i>Paddington Bear</i>	Bond

<i>Petunia</i>	Duvoisin
<i>Pioneer Cat</i>	Hooks
<i>Pompeii Buried Alive</i>	Kunhardt
<i>Prayers from the Ark</i>	DeGasztold
<i>Rookie Read About Science series</i>	
<i>Stone Soup</i>	Brown
<i>Strega Nona</i>	De Paola
<i>Swimmy</i>	Lionni (and other Lionni books)
<i>Sylvester and the Magic Pebble</i>	Steig
<i>Tales of Peter Rabbit</i>	Potter
<i>Tikki Tikki Tembo</i>	Mosel
<i>Tinder Box, The</i>	Moon
<i>Three Billy Goats Gruff</i>	Galdone
<i>Twelve Dancing Princesses, The</i>	Mayer
Any books by Bill Peet	

## ***First Grade Earth Science***

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### **TEXTS AND MATERIALS:**

#### **Primary Materials**

*R.E.A.L. Science Odyssey – Earth and Space (level one)*

Activity supplies (listed in teacher's guide)

Rock specimens

Globe

Vivaldi, "The Four Seasons" CD

Gustav Holst, "The Planets Suite" CD

*Shake and Learn Science* CD

### **GENERAL OBJECTIVES**

- Develop an increasing appreciation of the orderly and wondrous way God has designed the universe and the laws which govern it.
- Explore the ways in which the creation reveals the attributes of God.
- Observe experimental results and ask questions to learn more.
- Learn by drawing, labeling, describing, and recording data.
- Compare and contrast characteristics.
- Use math to better understand science concepts.
- Think, question and test their own theories.
- Apply scientific knowledge to daily life.

### **SPECIFIC OBJECTIVES**

#### **Weather: (Weeks 1-6)**

##### Unit 1: Weather Changes

- Vocabulary: *humidity, water vapor, thermometer, anemometer*
- Understand how a thermometer works and why the liquid rises with the temperature
- Types of precipitation
- Make a rain gauge
- Make an anemometer and measure wind speed
- Make a weather vane
- Keep a weather journal using the anemometer, rain gauge, and weather vane.
- Causes of seasonal changes in daylight hours and temperature.

##### Unit 2: The Water Cycle

- Vocabulary: *molecule, evaporation, condensation, gas, liquid, solid, accumulation*
- Temperature can change water from one form to another.
- Make a complete water cycle in a bowl.
- Make a water cycle diagram.

##### Unit 3: Air

- Vocabulary: *atmosphere, mass*

- Air takes up space.
- Air has mass.

## **Rocks and Minerals: (Weeks 7-15)**

### Unit 4: Earth's Surface

- Vocabulary: *fresh water, saltwater, polar ice caps*
- Learn how much of the earth is covered by water and land.
- Learn how much of the water on earth is drinkable.

### Unit 5: The Inside of the Earth

- Vocabulary: *inner core, outer core, mantle, crust*
- Layers of the earth and their characteristics

### Unit 6: Minerals

- Vocabulary: *minerals, crystals*
- Minerals combine to make rocks
- Minerals are made of crystals
- Identify rocks by color, streak, luster, hardness, crystal shape and cleavage.
- Make crystal models.

### Unit 7: The Rock Cycle

- Vocabulary: *rock cycle, igneous, metamorphic, sedimentary, magma, intrusive, extrusive, foliated, nonfoliated*
- Learn how rocks are "recycled."
- Have a rock hunt and try to determine the rock's "history."
- Group rocks according to various characteristics.
- Know how igneous, sedimentary and metamorphic rocks are formed.
- Learn the differences between intrusive and extrusive igneous rocks.
- Factors that affect crystal size
- Explore different types of sedimentary rock: conglomerate, sandstone, shale
- Explore different types of metamorphic rocks: marble, schist, slate

### Unit 8: Weathering

- Vocabulary: *weathering, erosion, deposition*
- Water, ice, wind and living things cause weathering and erosion.
- Deposition creates layers

### Unit 9: Soil

- Vocabulary: *soil*
- Learn about the composition of soil.
- Make soil samples.

## **Astronomy: (Weeks 16-36)**

### Unit 10: The Moon

- Vocabulary: *revolves, craters, meteorites, asteroids, crescent, gibbous*
- The surface of the moon, "oceans" on the moon
- The moon reflects the light of the sun.
- Learn the causes of day, night, and a year.
- Learn the causes of the moon's phases.

### Unit 11: The Solar System and Planets

- Vocabulary: *biosphere, meteoroid, meteorite*
- Definitions of a sun, moon and planet
- Make a solar oven
- Memorize the names of our planets.
- Make a book of planets and know the major characteristics of each.
- Experiment to show why Mercury is so hot during the day and so cold at night.
- Make a heat trap to demonstrate why Venus is so hot.
- Make a model earth biosphere.
- Make rust to demonstrate why Mars is the red planet.
- Make a model of the great red storm on Jupiter.
- Experiment to show why Saturn's rings glow.
- Make a model radar to show how the surface of Uranus is mapped.
- Model Neptune's orbit to show how it goes "out of order."
- Work on a definition of a "planet." Understand why Pluto is no longer classified as a full planet.
- Learn "The Planet Poem."
- Become familiar with Gustav Holst, "The Planets Suite"
- Learn about the geocentric and heliocentric theories of Ptolemy and Copernicus
- Learn about the contributions of Galileo

### Unit 12: Constellations, Meteors

- Recognize these constellations: Cassiopeia, Big Dipper, Little Dipper, Draco (the Dragon)
- Differences between meteoroids and meteorites
- Learn the "Meteoroid, Meteorite, Asteroid" poem
- Experiment to show how speed of meteorites affects the size of craters.

### **LESSON PLANNING AND TEACHING STRATEGIES:**

- Review: (*Daily at the beginning of each class*) Sing songs and review chants, rhymes, vocabulary definitions and question/answer recitations. This is primarily a means of reviewing facts learned and committing them to memory, not the primary means of instruction.
  - Water Cycle song
  - Rock song
  - Layers of the Earth song
  - The Planets poem
  - Meteoroid, Meteorite, Asteroid poem
- Main lesson:
  - First grade science involves primarily a "hands-on" curriculum where the students discover the concepts through participation in experiments, engaging projects, lab reports, observation and discussion of findings.

- Most activities and experiments should be done by the students in groups of 2 or 3, rather than just demonstrated by the teacher.
- Students should learn from the results of these activities, as opposed to performing the experiments with the results known in advance.
- Review and Assessment:
  - Students respond to questions (in complete sentences), orally or in writing, to explain the concepts learned during the lesson.

### **SCIENCE FIELD TRIP OPTIONS:**

- Luck Stone Rock Quarry
- Hylton Planetarium
- Great Country Farms (gem mining)
- Udvar-Hazy Air and Space Museum

### **SCHEDULE:**

Two 1-hour periods per week – total 2 hours

### **TEXTS AND MATERIALS:**

#### **Primary Materials**

*R.E.A.L. Science Odyssey – Earth and Space (level one)*

Activity supplies (listed in teacher's guide)

Rock specimens

Globe

Scientists' biographies

Vivaldi, "The Four Seasons" CD

Gustav Holst, "The Planets Suite" CD

*Shake and Learn Science* CD

### **GRADING GUIDELINES**

#### **Grading is based on:**

- Participation:
  - Is the student able to answer questions correctly about concepts you have covered?
  - Does the student ask relevant questions?
- Ability to follow directions
- Performance in activities and experiments



## ***First Grade Oral Presentation Guidelines***

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### **Mechanics**

#### Introduction

1. Look at the audience, make eye contact with at least two people, smile, and introduce yourself.
2. Introduce what you will be reciting.

#### Posture

1. Stand straight without leaning on anything.
2. Keep hands out of pockets.
3. Keep arms by sides, or use them for gestures.
4. Hold head up so that face (especially eyes) can be seen.
5. Notes must be held no higher than chest level.

#### Speech

1. Speak loudly enough to be heard from the back of the room.
2. Work on speaking without slang phrases (such as “you know,” “it’s like,” “I was like”)
3. Use expression (teacher should model this).
4. Use clear diction.

#### Facial Expression

1. Smile at least three times during presentation (beginning, middle, end).
2. Maintain eye contact with audience except when looking at notes.
3. Maintain a pleasant expression throughout the presentation.

### **Examples of Presentations**

- Memorized scripture or poetry
- Grammar jingles
- Show and tell
- Story narration (might use Bible story or stories from reading or history class)
- Tell about a topic (telling about some aspect of themselves, family, home, vacation, pet, etc.)
  - Give them the topic ahead of time with 5 or 6 questions they need to answer about the topic. For example, if the topic is “My Pet” you might give them a sheet with questions to answer about its name, type of pet, funny things its does, etc.
- 3- or 4-point factual presentation (integrate with Bible, history, science) Ex. “Four things I know about \_\_\_\_.” These can be memorized using the sound-offs for these classes. The student should learn to use keywords on a notecard for these.
- All first graders will participate in the Oratio (speech meet).

### **Guidelines**

1. The teacher needs to model for the students how to do the type of presentation chosen for that week.
2. Some types of presentations may require the teacher to ask questions of the student to help him keep going. Remind the student to look at the audience again while talking.
3. At this age, many of these presentations can take the form of a recitation of memorized material during the recitation period that begins each class.
4. First graders should prepare a topical presentation or memorized factual presentation at least twice during the year. This may require the help of parents at home to prepare the answers to questions for notes.
  - Book reports (See *How to Report on a Book*)
  - Labyrinth project
5. Frequency of presentations: In a class of 12 or fewer students, each student should have a presentation opportunity every two weeks. In larger classes, they need to have a turn at least once every three weeks.

# Second Grade

## *Second Grade Homework and Grading Guidelines*

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- ❖ The total homework time should average 40 minutes. Ask parents to let you know if homework regularly exceeds 55 minutes even though the student is focused and compliant.
- ❖ Homework is due by 8:00 a.m. or else it is counted as late.
- ❖ Students who do not complete or who leave at home their homework three or more times in a month will visit with the principal to discuss how they can improve.
- ❖ Occasionally, students will have a long-term project to complete. During these times, some regular homework assignments will be reduced in order to provide additional time for the project.
- ❖ Independent Work: Students are not allowed to work with other students on homework assignments unless the teacher has explicitly given permission.
- ❖ Neatness: Students should write all letters and numbers neatly on the lines using upper and lower case letters correctly. The main body of lower case letters should consistently be half the size of the upper case letters. Messy work may have to be redone at home or during recess the next day.
- ❖ Typical homework is listed below:

### **At-Home Projects**

- ❖ Students complete at least two at-home reports for presentations with props during the school year.
- ❖ On evenings when students need to complete work at home, please do not assign reading aloud or the Seeing Stars page.

**Math:** Math homework will normally consist of two items:

- ❖ **Workbook Problems (average 10-15 minutes):** The Singapore Workbook page numbers for homework should be printed on the Homework Sheet.
  - If the student does not understand how to do the problem, it is fine for the parent to help and to explain in a manner different from the teacher.
  - If the parent helped the child with a problem, ask the parent to circle the problem number to let you know that this was a difficult question.
  - Homework should be checked and reviewed the next day in class.
- ❖ **Math Fact Drill Sheet (average 1-3 minutes):** The student should be timed for one minute, and then he should circle the last problem completed within that minute. The student may then be given one more minute to finish the sheet. If he

does not finish within that minute, the remainder of the problems may be left blank or finished at the parent's discretion.

### **Spelling (average 5 minutes)**

- ❖ A spelling test will normally be given on Fridays. It will consist of 20 words, 10 phonograms, and 2 dictation sentences which use current or past spelling words. Students should write neatly in lower case letters, unless the word is a proper noun. Letters written incorrectly will cause the word to be counted wrong.
- ❖ Students should study 5 words per night and 5 phonograms. They will be given a daily quiz (usually Monday-Wednesday) and should write 3 times the words missed on daily quiz. They should write these words on the back of the quiz each night and bring it back to school the next day.

### **Bible Memory Verse (average 2-3 minutes)**

Have students practice only for a couple of minutes each night rather than trying to get it all correct in one night.

### **Reading Aloud / Seeing Stars Decoding Page (average 10-15 minutes)**

Students should read aloud to a parent who can see the book and help correct errors.

### **Studying for Tests (average 5-10 minutes).**

- Students will have tests in Bible, history and science for which they will be given a review sheet to use in studying.
- Students may also be given literature comprehension and vocabulary tests for which the teacher should create review sheets.
- Students will be also given math and grammar assessments, but they do not normally study for these in advance.

## **GRADING GUIDELINES:**

### **Overall Grades**

Students receive an overall grade for each subject calculated according to this scale:

Letter Grade	Score
A+	97-100
A	93-96
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D	65-69
F	64 or below

### **Skill Sets**

Students also receive a grade for skill sets in most subjects. The skill set grading scale is below:

**E = Excels beyond expectations:** *This grade is not commonly given. When given, it reflects a level of mastery (typically beyond one's years) where a skill or practice is internalized to the extent that it requires little or no effort to exercise.*

**S = Satisfactory:** This range of "Satisfactory" listed below reflects a level of mastery that is acceptable and appropriate for the grade level and should allow a student to progress and succeed.

**S+**     *This grade indicates a high level of mastery and consistency, generally above average.*

**S**        *This grade reflects a satisfactory level of mastery that is average for the grade level.*

**N = Needs Improvement:** *This grade indicates that the student is not yet mastering the skill or practice. Additional work or attention should be given to move toward mastery.*

**U = Unsatisfactory:** *This grade indicates a low level of mastery that needs significant attention. If core skill areas are unsatisfactory, promotion to the next grade may be at risk.*

**How to Calculate a Grade for Tests with Complete-Sentence Answers** (Bible, history, science)

- Grade the test first for accuracy of information and determine the numeric grade (e.g., 95)
- Subtract  $\frac{1}{4}$  point from the score for spelling and grammar errors (e.g., 4 errors would make the grade a 94 instead of a 95).

### **How to Write a Final Grade on a Student's Paper**

4. Write the number correct over the total number of points available and give the percentage. Then take off the grammar/spelling from the total.

Example:

48/50 = 96

-2 (G/P/S) *This -2 points means there were 8 errors in*

*Grammar/Punctuation/Spelling*

**94 / A**

5. You may also give a Handwriting grade on any work the student turns in. Just write: HW: S+, for example. Record that grade in the Handwriting class.

## ***Second Grade Bible***

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### **TEXTS AND MATERIALS:**

#### **Primary Materials**

Bible (ESV), one per student

Veritas Press *Genesis - Joshua* Teacher's Manual and card set

*Children's Story Bible*, Catherine Vos

*Suffer the Children, Book 1*

### **GENERAL BIBLE OBJECTIVES**

1. Recognize the Bible as God's inerrant word and the only written revelation concerning Himself.
2. Understand that God is sovereign over history and reigns throughout all time and place.
3. Read the actual text rather than only hear or read a retelling of the Bible stories.
4. Understand that all of Scripture testifies to God's redemptive plan fulfilled in Christ Jesus.
5. Encourage students to see the consistent themes of Scripture pertaining to God's character and His plan for salvation.
6. Let the Scriptures speak for themselves with clarification only as needed.
7. Know and be able to articulate the Gospel, God's plan and order of salvation.
8. Encourage each student to come to the Father, through the Son, and to grow in his knowledge of and love for Him.
9. Commit Scripture to memory and understand its application in our lives.

### **SPECIFIC BIBLE OBJECTIVES**

1. Memorize weekly Bible verses and apply them to one's own experiences.
2. Recite all the books of the Bible in the correct order.
3. Locate on a map the places where the biblical events occurred.
4. Know the major elements of the following stories and events:

<b>Veritas <i>Genesis Through Joshua</i> Units</b>	<b>Weekly Bible Memory Verses</b>	<b>Other Memory Work</b>
<b>Week 1:</b> Ch. 1: In the Beginning God	N/A	Song to memorize the Old Testament Books
<b>Week 2:</b> Ch.2: How the World Began	Hebrews 11:3	
<b>Week 3:</b> Ch. 3: The First Man, Adam Ch. 4: The First Woman, Eve • <i>Creation Review Exercise</i>	Psalm 119:30	

<b>Week 4:</b> Ch. 5: Adam and Eve Disobey God Ch. 6: The Terrible Result of Sin	Ephesians 6:1	Song to memorize the New Testament books
<b>Week 5:</b> Ch. 7: A Loss and a Promise Ch. 8: The First Crime <ul style="list-style-type: none"> <li>• <i>Cain and Abel</i> – Veritas, p. 18</li> </ul>	Ephesians 6:1-2	
<b>Week 6:</b> Ch. 9: What the First Men Were Like <ul style="list-style-type: none"> <li>• <i>Project</i> – Veritas, p. 26</li> </ul>	Ephesians 6:1-3	The Apostles Creed
<b>Week 7:</b> Ch. 10: The Second Beginning <ul style="list-style-type: none"> <li>• <i>The Flood</i> – Veritas, pp. 29-30</li> </ul> Ch. 11: The Strange Division of Men into Nations <ul style="list-style-type: none"> <li>• Art Connection: Study Bruegel's <i>The Tower of Babel</i></li> <li>• <i>Tower of Babel</i> – Veritas, pp. 45-46</li> </ul>	Genesis 6:9b	
<b>Week 8:</b> Ch. 12: Abraham Follows God Ch. 13: God Talks with Abraham <ul style="list-style-type: none"> <li>• <i>God's Covenant with Abram</i> – Veritas, p. 59</li> </ul>	Hebrews 11:10	Psalm 1
<b>Week 9:</b> Ch. 14: Sodom and Gomorrah Ch. 15: Abraham Sends Ishmael Away	Romans 12:12	
<b>Week 10:</b> Ch. 16: God Tests Abraham <ul style="list-style-type: none"> <li>• <i>The Birth and Sacrifice of Abram</i> – Veritas, pp. 79-80</li> </ul> Ch. 17: Rebekah	Hebrews 11:1	
<b>Week 11:</b> Ch. 18: Jacob Buys the Birthright Ch. 19: Jacob Deceives His Father <ul style="list-style-type: none"> <li>• <i>Jacob and Esau</i> – Veritas, pp. 93-94</li> </ul>	Col. 3:2	Poem: <i>Jacob</i>
<b>Week 12:</b> Ch. 20: Jacob Leaves Home Ch. 21: Jacob Meets Rachel	Proverbs 3:5-6	Psalm 1
<b>Week 13:</b> Ch. 22: Jacob Leaves Haran Secretly	Romans 12:18	

Ch. 23: Jacob Goes Home		
<b>Weeks 14:</b> Ch. 24: How Joseph Was Sold Ch. 25: In Potipher's House	Psalm 50:15	
<b>Week 15-16:</b> Study of the Christmas Story	John 3:16-17	
<b>Week 17:</b> Ch. 26: From Prison to Palace Ch. 27: Joseph's Dreams Come True	Psalm 37:7a	<i>Joseph's Song</i>
<b>Week 18:</b> Ch. 28: Benjamin Goes to Egypt Ch. 29: Joseph's Silver Cup • <i>Famine in Egypt</i> – Veritas p. 110	Begin memorizing Ephesians 2 (1-2 verses per week) from now until the end of the year.	
<b>Week 19:</b> Ch. 30: Jacob Goes to Egypt Ch. 31: The Death of Jacob		
<b>Week 20:</b> Ch. 32: Moses • Moses' Birth – Veritas pp. 129-130 Ch. 33: God Chooses Moses		
<b>Week 21:</b> Ch. 34: A Stubborn King • <i>Project: 10 Plagues Booklet</i> Ch. 35: The Children of Israel Leave Egypt		
<b>Week 22:</b> Ch. 36: The End of the Egyptians Ch. 37: Israel in the Wilderness		
<b>Week 23:</b> Ch. 38: God Talks from Mount Sinai • <i>Test: The Ten Commandments</i> – Veritas p. 162		
<b>Weeks 24:</b> Ch. 39: The Golden Calf Ch. 40: The Tabernacle • <i>The Tabernacle and the Ark of the Covenant</i> – Veritas, p. 179		
<b>Weeks 25:</b> Ch. 41: How Israel Worshipped		



<ul style="list-style-type: none"> <li>• <i>The Levitical Priesthood Begins</i> – Veritas, p. 190</li> </ul> Ch. 42: Israel's Feasts		
<b>Week 26:</b> Ch. 43: The Year of Jubilee Ch. 44: The Israelites Continue Their Journey <ul style="list-style-type: none"> <li>• <i>The Wilderness Wanderings</i> – Veritas p. 195</li> </ul>		
<b>Week 27:</b> Ch. 45: The Grumbling Israelites Ch. 46: Spies Search Out the Land		
<b>Week 28:</b> Ch. 47: Three Miracles		
<b>Week 29-30:</b> Study of the Crucifixion and Resurrection of Jesus <ul style="list-style-type: none"> <li>• <i>Movie: Story of Jesus for Children</i></li> <li>• <i>Benjamin's Box and Resurrection Eggs</i></li> </ul>		
<b>Week 31:</b> Ch. 48: The Death of Aaron Ch. 49: The Brass Snake		
<b>Week 32:</b> Ch. 50: God Gives Victory Ch. 51: Balaam Displeases a Frightened King		
<b>Week 33:</b> Ch. 52: The Last Days of Moses <ul style="list-style-type: none"> <li>• <i>Moses Dies; Joshua Assumes Command</i> – Veritas p. 217</li> </ul> Ch. 53: Canaan At Last		
<b>Week 34:</b> Ch. 54: A Victory and a Defeat <ul style="list-style-type: none"> <li>• <i>Project: The Battle of Jericho</i> – Veritas, p. 233</li> <li>• <i>Drama: Reenact the Battle of Jericho</i></li> </ul> Ch. 55: How Trickery Overthrew Ai and Saved Gibeon		
<b>Week 35:</b> Ch. 56: When Night Was Late Ch. 57: Dividing the Land		

• Map Skills – Veritas pp. 242-243		
<b>Week 36:</b> Ch. 58: Judges Rule Israel		

### **LESSON PLANNING AND TEACHING STRATEGIES:**

- **Begin with prayer** that God would help all the students to understand and apply the lessons in the passage being studied.
- **Memory Work:** (*Daily at the beginning of each class for 10 minutes*) Sing songs and review chants, rhymes, and question/answer recitations to review previously studied material. This is primarily a means of reviewing facts learned and committing them to memory, not the primary means of instruction.
  1. **Weekly Bible Memory Verses (ESV):**
    - a. Recite the verses together daily.
    - b. Have students copy the verses once or twice during the week.
    - c. Students are tested weekly on these verses by reciting them orally.
  2. **Other Memory Work:**
    - a. These are usually longer pieces which the class recites together, but they are not tested on them.
- **Inductive Study (Day 1 of new lesson):** Read the story from Scripture unless it is too long. In the latter case, read the summary story in the *Vos Child's Story Bible*. Teacher reads aloud the Bible story (students read along) that corresponds to the Veritas card for the week. Below are important sample questions to lead students through the study:
  - f. **Observation**
    - i. Who is involved in the passage? Who is speaking? To whom are the words spoken or written? Who is the audience?
    - ii. What is happening in the passage? Teaching, healing, warning, conversation, argument, battle, etc.?
    - iii. When is the event happening? Before or after what other events? When will/did the things mentioned occur?
    - iv. Where did/will these things happen?
    - v. Why is something being said? Why will/did this happen? Why at this time, to this person/people?
    - vi. How will this happen? How is it illustrated?
    - vii. Look for “key idea” words, such as *sin, grace, covenant, love, atonement*, etc.) How are they used? Explain their significance in the passage. Keep a sheet (colored is best) in the Bible section of the student binder as Vocabulary Pages.
    - viii. Are there lists, such as fruits of the spirit, works of the flesh, etc?
    - ix. Are there contrasts, such as light/darkness, proud/humble, good/evil?

- x. Are there comparisons or similarities pointed out?
- g. ***Interpretation***
  - i. What is the main idea, lesson, or principle to be learned from the passage?
- h. ***Application***
  - i. How does this lesson apply to my life, my habits?
  - ii. Do any problems with my attitude or behavior come to mind?
  - iii. What is God trying to teach me as His child?
  - iv. What changes should it make in my life?
- **Days 2-3 of new lesson:**
  - 1. Teacher reads aloud (students read along) the Veritas card
  - 2. Complete together the Veritas review sheet, or teacher-created sheet, as a study aide.
  - 3. If time permits, work on project together (craft, art, drama, etc. related to the Bible lesson).
- **Presentations**
  - 1. Students present their Bible verses orally for a presentation grade (half the class on alternating weeks).
  - 2. Additional presentations are encouraged (posters on persons or events in Scripture, dramatic presentations, etc.)

- **Review and Assessment:**
  1. ***Informal daily assessment:*** Students respond to questions (in complete sentences), orally or in writing, to explain the concepts learned during the lesson.
  2. ***Written Tests:***
    - a. Bible verses are recited orally to the class for a Bible verse and a presentation grade.
    - b. Beginning 3<sup>rd</sup> quarter: Written tests on Bible lessons are given once every 2 weeks (every other Veritas lesson) in order to work on the skill of studying and writing their Bible knowledge in complete sentences.
    - c. Tests do not have multiple choice or true/false questions. Instead, students write their knowledge in complete sentences with proper grammar and punctuation.
  3. ***Review sheets:*** Students should complete the review sheet a week before the test. The review sheet answers should be completed together in class while modeling for them proper sentence structure, punctuation, etc. This may be from the Veritas curriculum or teacher-created.
    - a. Sample schedule for tests:
      - Week 18: Cover lesson 18 and complete review sheet.
      - Week 19: Cover lesson 19 and complete review sheet. Test on lesson 18.
      - Week 20: Cover lesson 20 and complete review sheet. Test on lesson 19, etc.
  4. Tests should be graded and returned to students within 4 days, and the answers should be reviewed together before sending the test home to be signed by parents.

### **GRADING GUIDELINES**

- Tests 70% (spelling and grammar count)
  - Grade the test first for accuracy of information and determine the numeric grade (e.g., 95)
  - Subtract  $\frac{1}{4}$  point for spelling and grammar errors (e.g., 4 errors would make the grade a 94 instead of a 95).
- Memory Verses: 30%

### **SCHEDULE:**

Three 45-minute periods per week – total 2.25 hours

## **Second Grade Grammar and Composition**

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### **GENERAL GRAMMAR AND COMPOSITION OBJECTIVES**

1. Understand that God has given us the gift of language to help us understand His Word and communicate His truth.
2. Understand the structure of the English language.
3. Learn and apply rules that govern English grammar and sentence mechanics.
4. Understand the basic concepts of oral and written communication.
5. Develop skills for analyzing the structure of both sentences and paragraphs.
6. Imitate stories and poetry to produce a variety of writing samples.
7. Develop speaking and listening skills through analysis and practice.
8. Develop an appreciation for poetry and an understanding of poetic language.

### **SPECIFIC GRAMMAR OBJECTIVES**

(Items marked with an asterisk are not practiced in the Shurley text and must be taught independently.)

1. **\*Poems:** Memorize, discuss and recite the following poems:
  - a. "All Things Bright and Beautiful"
  - b. "The Spider and the Fly"
  - c. "Creation" song
  - d. "Norman and Saxon," Kipling
  - e. "Kublai Khan," Coleridge
  - f. "Family Dragon," Widemer
  - g. "A Song of Sherwood"
  - h. "The Land of Story-Books," Stevenson
  - i. "The Duel," Eugene Field
  - j. "The Song of Mr. Toad," Graham (to go with *Wind in the Willows* as a "read-aloud")
  - k. "The Wise Old Owl," Richards

<b>Jingles</b>	<b>Review</b>	<b>New</b>
	Sentence	Verb Chant
	Noun	Possessive Pronouns
	Verb	
	Adverb	
	Adjective	
	Article Adjective	
	49 Prepositions (but not the other preposition jingles)	
	Pronouns	
	Subject pronouns	
<b>Nouns</b>	Identify and correctly form the singular and plural forms of nouns.	Classify sentences with possessive nouns
	Classify sentences with the following functions of nouns in a sentence: subject, object of preposition.	Learn to form singular and plural possessive nouns.*
	Identify common and proper nouns, and correctly capitalize when writing.	
<b>Verbs</b>	Identify action verbs.	Conjugate the verb “to be” in the present, past, and future tenses.*
	Distinguish regular from irregular verbs.	

	Conjugate the regular and irregular verbs found in the Shurley practice sentences in the present, past, and future tenses.*	
	Identify the number and tense of any given verb (in the simple present, past, and future tense).	
	Learn to form contractions correctly.	
<b>Pronouns</b>	Identify and use subject pronouns correctly	Identify and use correctly: possessive pronouns.
<b>Adjectives</b>	Know the definition of an adjective and identify adjectives in sentences.	Correctly identify and use the comparative and superlative forms of adjectives.*
		Identify proper adjectives and capitalize them in writing.*
<b>Adverbs</b>	Know the definition of adverbs and identify adverbs as verb modifiers.	
	Write sentences with an "adverb exception."*	
	Practice correcting sentences with adjectives incorrectly used as adverbs.*	
<b>Prepositions</b>	Memorize the 49 prepositions in the preposition jingle.*	Write original sentences using all 49 prepositions correctly.

	Identify prepositions and prepositional phrases in sentences.	
	Write sentences with prepositional phrases with varied placement.*	
	Some prepositions can be used as adverbs. Be able to explain the difference and write sentences using them both ways.*	
<b>Conjunctions</b>	Define and memorize the coordinate conjunctions.*	
<b>Interjections</b>		Identify and classify interjections.
<b>Sentence structure</b>	Identify the 4 types of sentences.	
	Identify the 4 types of sentences.  Identify simple and compound sentences.*	
	Identify the simple and complete subject, and the simple and complete predicate.	
	Identify compound subjects and predicates.*	
	Identify and correct run-on sentences* and sentence	



	fragments (need more practice than Shurley gives*).	
<b>Capitalization</b>	<b>Master</b> the habit of capitalizing: <ul style="list-style-type: none"> <li>a. The first word of a sentence The pronoun <i>I</i></li> <li>b. Names of people</li> <li>c. Days of the week</li> <li>d. Months of the year</li> </ul>	
	<b>Practice</b> capitalizing: <ul style="list-style-type: none"> <li>a. Titles*</li> <li>b. Initials*</li> <li>c. Names of cities, states and countries</li> <li>d. Letter parts</li> <li>e. Names of family relationships</li> <li>f. Titles, initials, , names of cities, states and countries, abbreviations, letter parts, proper adjectives*.</li> </ul>	
<b>Punctuation</b>	<b>Master</b> the habits of using periods for: <ul style="list-style-type: none"> <li>a. After abbreviations</li> <li>b. After a numbered list.*</li> </ul>	
	<b>Master</b> the habits of using a comma for dates.	
	<b>Master</b> using the question mark at the end of a question.	
	<b>Practice</b> the habits of using a comma for: <ul style="list-style-type: none"> <li>a. Between a city and state</li> </ul>	

	b. Addresses c. Letter parts d. In a series* e. In compound sentences*	
	<b>Practice</b> using apostrophes correctly in contractions and singular possessive nouns.*	
<b>General</b>	Be able to diagram all sentences in the Shurley lessons.*	Learn to write a friendly letter, a thank-you note, and address an envelope.
	Write sentences when given any classification pattern.*	
	Make regular oral presentations of information using complete sentences according to the AFA Oral Presentation Guidelines.	
	Frequently edit paragraphs for punctuation, grammar and spelling errors.	

### **GRAMMAR LESSON PLANNING AND TEACHING STRATEGIES:**

1. **Group Recitation Time** (daily at the beginning of each class)
  - a. Jingles, definitions, songs, sound-offs: Students recite to help them remember grammar vocabulary and concepts.
  - b. Classify two sentences together every day, even on composition days.
  - c. Poems: Students learn/recite the poem of the week.

- d. **Socratic questioning:** Follow recitations with questioning to make sure students understand what they are reciting and to lead them to think further.
2. **Direct Instruction:**
  - a. Follow the lesson plans in Shurley, except you do not teach:
    - i. The Study Skills or Pretest sections at the beginning of the book.
    - ii. The writing sections throughout the book, e.g., we do not teach the “improved sentences” sections, nor the paragraph writing exercises. You do teach the letter writing sections of Shurley.
3. We do not use the scripted lessons or the Shurley schedule listed for each lesson. In general, we modify as follows:
  - a. Day 1:
    - i. Use an overhead transparency of the “Test” for the current lesson, and give students their own copy on which to write.
    - ii. Classify 2-3 sentences together, consistently followed by **questioning** to ensure student understanding and to help them analyze the reasons for their answers.
    - iii. Using *Basics of Diagramming* as a guide, diagram together the sentences just classified.
    - iv. **Student Practice:**
      1. Have students write two “Pattern Sentences” that fit the patterns in the current lesson. (Encourage students to use new vocabulary words of the week, as well as spelling words.
        - a. The teacher moves about the room and corrects students’ work on pattern sentences.
        - b. Students’ final sentences should be correct in grammar and spelling.
      2. Have the students diagram the sentences they have written.
  - b. Day 2:
    - i. Classify the next 2-3 sentences and have students write and diagram similar pattern sentences as above.
  - c. Day 3:
    - i. Complete teaching the concepts introduced on the Test using the transparency. Engage students with **questioning** and independent **practice**.
  - d. Day 4:
    - i. **Assessment.** Use the Shurley Grammar tests, supplemented by questions that require students to write pattern sentences (2) and to diagram sentences (2-3).
  - e. Day 5:
    - i. **Guided Practice:** Practice editing paragraphs from *Daily Paragraph Editing*,
    - ii. **Application and higher order analysis:** Select sentences from literature or other sources that do not fit the simple Shurley model and classify them together, labeling as many parts of speech as they have learned. Students need to learn to identify and understand the basic elements of

the sentence structure even when there are additional modifying phrases and clauses.

Note: It is not necessary to give every test/worksheet. They are very repetitive, and you can skip on to the next new concept if students are doing well.

### **SPECIFIC HANDWRITING OBJECTIVES**

1. Review proper manuscript form for all letters using *Zaner Bloser 2*
2. Learn to write all letters in cursive comfortably and consistently with the correct pencil grip and letter formation.
  - a. Lessons should be modeled by the teacher and all students should be on the same page, not getting ahead of the class.

### **SPECIFIC COMPOSITION OBJECTIVES**

1. Students will learn to write from dictation.
2. Students will learn to write narratives summarizing passages they have read..
3. Students will expand their vocabulary by using the dictionary and thesaurus, and by using the Wall Charts, such as the “Banned Word List” and Adverb Wall Chart.
4. Students will use the following stylistic techniques to improve creative expression:

<b>“Dress Ups”</b>	a. Strong verbs b. Quality adjectives c. Adverbs	“Because” clause
<b>“Sentence Openers”</b>	a. Simple subject b. Prepositional c. –“ly” adverb	a. –“ing” word b. Clausal (when, while, where, as since, if although, because)
<b>“Decorations”</b>		a. Simile/metaphor b. Alliteration
<b>“Sentence Styles”</b>	a. Repeating “-ly” adverbs (Angrily and violently he swung . . . ) b. Repeating verbs (The mouse gnawed, jerked and yanked . . . )	

### **COMPOSITION LESSON PLANNING AND TEACHING STRATEGIES:**

1. ***Imitation:***
  - a. Have students copy selections of poetry and Scripture passages they are memorizing.
2. ***Modeling:***
  - a. Writing is modeled by the teacher and written together with class participation until the students are prepared to write independently.

- b. When students write their compositions, ask them to include certain “dress-ups.”
3. ***Student discussion and presentation:***
  - a. Students share their paragraphs with each other in pairs and in front of the class.
  - b. Students verbally narrate the key facts of passages in front of the class.
  - c. In pairs, students read each other’s rough drafts and give editing advice (verbally).
4. ***Guided practice to mastery***
  - a. Each step of the writing process, and each stylistic technique, should be modeled and practiced until students are very comfortable with them.
  - b. Students always write at least one rough draft which is edited with the help of the teacher before the final draft is begun.
  - c. All errors must be corrected on the final draft: spelling, grammar, sentence structure, poor vocabulary, repetitive use of words, punctuation and capitalization.
  - d. All work should be done in one’s neatest handwriting or the student must be required to re-do the work.

***Note:***

- All writing should be completed in class. A slower student may take home his final draft to complete.

### **PRIMARY TEXTS AND MATERIALS**

***Grammar:***

Shurley Grammar 2 Teacher Edition (1997 ed.)  
Shurley Grammar 2 reproducible Student Workbook (1997 ed.)  
Transparencies of Tests, Sentences for Classification  
Audio CD with jingles  
*Daily Paragraph Editing Level 2*, Evan-Moor  
*Basics of Diagramming*

***Handwriting:***

*Zaner Bloser*

***Composition:***

*Writing with Ease 2* Teacher’s Book

### **GRADING GUIDELINES**

### **GRADING GUIDELINES**

Grammar, Composition, and Penmanship share the same class period, but they are graded as different classes. Neither class has categories or skill sets.

### **HOMEWORK GUIDELINES**

Homework is not given in grammar, handwriting or composition. It is not necessary for students to study for grammar tests at home.

**SCHEDULE:**

3. Grammar/Composition: 5 days per week, 45-minute period. Total: 3.75 hours per week.
4. Additional scheduling notes:
  - i. Suggestion: Alternate teaching 5 days of grammar with 3 days of composition.

**SCHEDULE:**

1. Grammar/Composition: 5 days per week, 45-minute period. Total: 3.75 hours per week.
2. Suggested scheduling: Alternate teaching 1 week of grammar with 1 week of composition.

## **Second Grade History and Geography**

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### **TEXTS AND MATERIALS:**

#### **Primary Materials**

*Story of the World, Vol. II, The Middle Ages*

*Story of the World, Vol. II, The Middle Ages Activity Book*

*Grammar of History Timeline*

*Middle Ages, Renaissance and Reformation* teacher's manual, Veritas Press

*World History in Verse*, Veritas Press

*Geography Songs*, book and CD, Troxel

Outline map book

*Christopher Columbus*, D'Aulaire

"Ali Baba and the Forty Thieves" (Kimmel)

"Aladdin and the Wonderful Lamp" (Kimmel)

*Favorite Norse Myths*, Osborne

*Saint George and the Dragon*, Hodges

Various history/geography books as teacher resources

### **GENERAL HISTORY AND GEOGRAPHY OBJECTIVES**

1. Understand that all of history has proceeded according to God's sovereign plan, and is framed by His three great actions: the creation of the heavens and the earth, the first coming of Christ, and the consummation of all things at Christ's second coming.
2. Whenever possible, analyze and discuss historical events as they reveal God's redemptive plan to bring more people to Christ, sanctify His church and protect the purity and right understanding of His word.
3. Understand events which show the sin of man and the effects of his depravity apart from God.
4. Recall a timeline of historical events from 4000 BC to 1991 AD, integrated with Biblically significant events and highlighted by God's redemptive actions on behalf of His people.
5. Students should not merely know facts about the period being studied, but be able to understand the narratives in terms of causes and effects and be able to make meaningful comparisons with other historical events and people.
6. Students will create a history portfolio of significant events studied with written synopses and creative illustrations.
7. Students will be able to identify on a map the continents, oceans, and the major countries, geographical features and cities of the world, particularly those studied during the year.

8. Students will grow in their ability to present information eloquently, confidently and enthusiastically.
9. Students will learn the study skills they need in order to recall information for a test and express their knowledge in well-written, complete sentences with correct spelling and punctuation.

#### **SPECIFIC HISTORY OBJECTIVES**

1. Recite the *Grammar of History Timeline* from beginning to end, and be able to explain the significance and details of the events from 4000 BC through the Civil War.
2. Recite or sing the additional history-related poems/songs.
3. Describe the basic lifestyles of people during the period of history studied (c. 400 – 1700 AD), including dress, technology, vocations, religious practices, education, housing, and entertainment.
4. Recall the following significant people and events from the following chapters of *Story of the World, Vol. 2* and supplemented by the Veritas Press *Middle Ages, Renaissance and Reformation* curriculum:



### **Chapter 1: The Glory That Was Rome (Week 1)**

- a. Review aspects of the “glory” of the Roman Empire
  - i. The importance of Rome
  - ii. Gladiators
  - iii. *Pax Romana*
  - iv. Celts
  - v. Roman roads
- b. The Fall of Rome
  - i. Barbarian invasions
  - ii. Division into East and West

### **Chapter 2: The Early Days of Britain: The Celts (Week 2)**

- a. Celts repel the Romans
- b. The story of Craith
- c. King Vortigern and the arrival of the Angles and Saxons
- d. The story of Beowulf

### **Chapter 3: Christianity Comes to Britain (Week 3)**

- a. Augustine spreads the gospel in England
- b. Medieval monasteries
- c. Writing books by hand

### **Chapter 4: The Byzantine Empire (Weeks 3-4)**

- e. Constantinople
- f. Justinian, the Just Emperor
- g. The Empress Theodora
- h. The Eastern Orthodox church

### **Chapter 6: The Rise of Islam (Week 5 )**

- b. Muhammad’s vision
- c. Muhammad flees to Medina
- d. The Koran: Islam’s holy book
  - i. Memorize the 5 Pillars of Islam

### **Chapter 7: Islam Becomes an Empire (Week 6)**

- e. The fight for Mecca
- f. The spread of Islam
- g. The city of Baghdad
- h. A story of Sinbad
- i. *Read aloud: “Ali Baba and the Forty Thieves (Kimmel or DK Classic Reader), or “Aladdin and the Wonderful Lamp” (Kimmel)*

### **Chapter 8: The Great Dynasties of China (Week 7)**

- c. Yang Chen unites north and south
- d. Contributions of the Tang Dynasty

**Chapter 9: East of China (Week 8)**

- d. The Yamato Dynasty of Japan
- e. A Tale of Three Countries: Korea, China and Japan

**Chapter 11: The Kingdom of the Franks (Week 9)**

- a. Clovis, the ex-barbarian
- b. Four tribes, one empire
  - i. Franks, Romans, Burgundians, Allemani
  - ii. Paris, the capital
  - iii. Salic law

**Chapter 12: The Islamic Invasion (Week 10)**

- d. Spain becomes part of the Islamic empire

**Chapter 13: The Great Kings of France (Week 11)**

- c. Charles the Hammer
- d. Charlemagne

**Chapter 14: The Arrival of the Norsemen (Weeks 12-13)**

- c. The Viking invasion of the Frankish empire
- d. Eric the Red and Leif Erikson
- e. The Norse gods
- f. *Read aloud: Favorite Norse Myths*, Osborne

**Chapter 15: The First Kings of England (Week 14)**

- a. The Vikings invade England
- b. Alfred the Great
- c. The Battle of Hastings
- d. *Video: Netflix: David Macaulay: Cathedral* (one-hour video)

**Chapter 16: England After the Conquest (Weeks 15-16)**

- a. The development of the English language
- b. Serfs and noblemen: the feudal system
- c. Stone castles
- d. *Video: Netflix: David Macaulay: Castle* (one-hour video)
- e. *Project: students make their own castles in class*

**Chapter 17: Knights (skip Samurai) (Week 17)**

- f. The English code of chivalry
- g. Armor and weapons of knights
- h. *Read aloud: Saint George and the Dragon*, Hodges
- i. *Art class: Students design their own coat of arms*

**Chapter 18: The Age of the Crusades (Week 18)**

- d. The command from the Pope
- e. Recapturing Jerusalem, the First Crusade

- f. Saladin of Jerusalem, the Second Crusade
- g. El Cid and the “Reconquest of Spain”

#### **Chapter 19: A New Kind of King (Weeks 19-20)**

- d. Richard the Lionhearted
- e. John Lackland and the Magna Carta
- f. The story of Robin Hood

#### **Chapter 20: The Diaspora (Week 20)**

- e. The scattering of the Jews, 70 AD
- f. The Emir of Cordova and a tale of the Diaspora

#### **Chapter 21: The Mongols Devastate the East (Week 21-half)**

- a. Genghis Khan’s invasion of China
- b. The Mongol conquest of China

#### **Chapter 22: Exploring the Mysterious East (Week 22-half)**

- c. Marco Polo goes to China
- d. The Forbidden city of the Ming

#### **Chapter 23: The First Russians (Week 22-half)**

- g. The Rus Come to Constantinople
- h. Ivan the Great
- i. Ivan the Terrible

#### **Chapter 24: The Ottoman Empire (Week 23)**

- d. The Ottoman Turks attack the Byzantine Empire
- e. The capture of Constantinople
- f. Suleiman, the lawgiver

#### **Chapter 25: The End of the World (Black Death) (Week 24 - half)**

- e. The plague
- f. A new way of living: aftermath of the plague

#### **Chapter 26: France and England at War (Weeks 24-25-half)**

- a. Henry V and the Battle at Agincourt (Watch Kenneth Branagh’s speech as Henry V at Agincourt):  
<http://www.americanrhetoric.com/MovieSpeeches/moviespeechhenryV.html>
- b. The French civil war and Joan of Arc

#### **Chapter 27: War for the English Throne (Week 25-half)**

- a. The Wars of the Roses
- b. The princes in the tower: Edward V and Richard III

#### **Chapter 28: The Kingdoms of Spain and Portugal (Week 26, half)**

- a. Ferdinand and Isabella unite Spain

- b. Play CD: “Music from the Age of Discovery”
- c. Henry the navigator, prince of Portugal

### **Chapter 31: Exploring New Worlds (Weeks 26-27)**

- a. Christopher Columbus
- b. *Read aloud: Christopher Columbus*, D'Aulaire
- c. Vespucci and Magellan

### **Chapter 32: The American Kingdoms (Week 28-half)**

- a. The Mayans of Central America
- b. The Aztecs and the city of Tenochtitlan

### **Chapter 33: Spain, Portugal, and the New World (Week 28-half)**

- a. The slave trade
- b. Cortes and Montezuma

### **Chapter 34: Martin Luther's New Ideas (Week 29)**

- a. The Ninety-Five Theses
- b. Henry VIII's problem
- c. *Art class*: Students make illuminated letters

### **Chapter 35: The Renaissance (Week 30)**

- a. A new way of thinking
- b. Gutenberg's printing press
- c. Introduce students to the works of Michelangelo and Da Vinci. They should be able to identify the name of the following works and the artist:
  - i. *Da Vinci*: Mona Lisa, The Last Supper, self-portrait, The Annunciation, Benois Madonna, Ginevra de Benci (at the National Gallery in DC)
  - ii. *Michelangelo*: Sistine Chapel sections (Creation of Adam, the Last Judgment), statue of David, statue of Moses, Pieta

### **Chapter 36: Reformation and Counter-Reformation (Week 31)**

- a. The spread of the reformation
- b. The Council of Trent

### **Chapter 37: The New Universe (Week 32)**

- a. The revolution of Copernicus (differences between Ptolemy and Copernicus)
- b. Galileo's discoveries

### **Chapter 38: England's Greatest Queen (Week 33)**

- a. “Bloody Mary” and Queen Elizabeth
- b. Elizabeth's accomplishments
- c. The Spanish Armada

### **Chapter 39: England's Greatest Playwright (Week 34)**

- a. William Shakespeare
- b. Story of Macbeth

### **SPECIFIC GEOGRAPHY OBJECTIVES**

1. Read and utilize a map key/legend.
2. Identify and use cardinal directions on a map.
3. Name and label on a map the following places (review):
  - a. Continents (North America, South America, Europe, Asia, Australia, Africa, and Antarctica)
  - b. Oceans (Indian, Arctic, Atlantic, and Pacific)
  - c. Equator
4. Sing the following geography songs and label on a map the names of the following places:
  - a. Continents and Oceans
  - b. Central American countries
  - c. South American countries
  - d. Middle Eastern countries
  - e. Southern European countries
  - f. Western European countries
  - g. Scandinavian countries
  - h. British Isles
  - i. Asia
  - j. Australia
  - k. Mexico
  - l. Greenland
5. Identify and locate these additional important countries and bodies of water in and around the countries studied this year:
  - a. English Channel
  - b. Mediterranean Sea
  - c. Gulf of Mexico
  - d. Caribbean Sea
  - e. Black Sea
  - f. Baltic Sea
  - g. Israel
  - h. Turkey

### **LESSON PLANNING AND TEACHING STRATEGIES:**

1. **Memory Work:** (*Daily at the beginning of each class for 10 minutes*) Sing songs and review chants, rhymes, and question/answer recitations. This is primarily a means of reviewing facts learned and committing them to memory, not the primary means of instruction.
  - c. Alternate days reciting a geography song (Troxel) with reciting part of the *Grammar of History Timeline*.
  - d. Recite history poem when applicable.

- e. Question/answer review of recent events studied to lay the foundation for the current lesson of the day.
- 2. **Student Engagement:** Lessons should not consist of merely reading a *Story of the World* chapter aloud to the students. Students need to be engaged with:
  - i. Vibrant, dramatic telling of the historical narrative (remembering that the best teachers are the best actors).
  - j. Visual aids (drawing maps and pictures on the board, using library book or internet pictures, etc.)
  - k. Giving students the opportunity to act out a scenario.
  - l. A variety of activities: games, crafts, videos, in-class projects
  - m. Discussion and questioning that:
    - i. Encourages students to make comparisons and contrasts with other events and people.
    - ii. Helps students relate historical/cultural knowledge to their own lives and culture, and encourages them to illustrate the events from their own experience.
    - iii. Requires the student to give a reason for his statements and answers.
- 3. **Portfolio Work:**
  - a. This is the student's homemade history textbook. It should have a paragraph summary of key events from selected chapters, along with the student's own drawings, information, "history pocket" pictures and facts, etc.
- 4. **Review and Assessment:**
  - a. *Informal daily assessment:*
    - i. Students respond to questions (in complete sentences), orally or in writing, to explain the concepts learned during the lesson. The teacher should keep track of each student's ability to recall information.
    - ii. Students are frequently asked to narrate (brief 3-4 sentences) the main events of a history lesson.
- 5. **Presentation Projects:**
  - a. 1 poster project and presentation
  - b. Students regularly recite individually and in pairs the history poems and history timeline.

### **HISTORY FIELD TRIPS AND SPECIAL EVENTS:**

Medieval Feast and Games

### **GRADING GUIDELINES**

Grading is based on:

- Tests: 80%
  - Grade the test first for accuracy of information and determine the numeric grade (e.g., 95)
  - Subtract  $\frac{1}{4}$  point for spelling and grammar errors (e.g., 4 errors would make the grade a 94 instead of a 95).

- Portfolio/Quizzes: 20%

**SCHEDULE:**

Four 45-minute periods per week – total 3 hours

## ***Second Grade Reading Skills and Literature***

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### **GENERAL OBJECTIVES**

1. Understand that God has created language and written communication so that we might use it to reflect on Him, His principles and all that He has created.
2. Develop Christ-like character and a biblical worldview through reflection upon the characters and themes of the literature we read.
3. Continue to improve reading fluency and expression.
4. Develop thoughtful comprehension through the discussion of truth, goodness, virtue and beauty in literature.
5. Develop better listening comprehension.
6. Increase knowledge of new vocabulary and be able to use new words correctly in writing.
7. Increase students' enjoyment of reading with engaging literature selections.
8. Develop students' ability to discuss ideas and make comparisons/contrasts with other situations and characters.

### **SPECIFIC READING SKILLS AND LITERATURE OBJECTIVES**

#### **Fluency**

1. Use clues within the structure of the written language to enable fluent, meaningful, and expressive oral reading. These clues include: punctuation, dialogue conventions, phonetic rules, parts of speech, connection of ideas, themes through a passage, presence of important transition and signal words (indicating time, sequence, cause/effect, and comparison).
2. Read with excellent volume and appropriate, engaging expression.
3. Be able to decode two- to four-syllable words with frequently used affixes, breaking them into syllables, and identifying open and closed syllables.

#### **Vocabulary Development**

1. Use context clues to infer the meaning of unfamiliar words and their significance to the passage.
2. Learn new vocabulary words encountered in their reading.
3. Be familiar with and identify examples of the following terms:



*plot*  
*character*  
*problem*  
*solution*  
*setting*  
*non-fiction*  
*fiction*  
*dialogue*  
*myth*  
*stanza*

## **Comprehension**

1. Identify the character(s), setting, problem and solution of a story
2. Recall and sequence main events of a story through narration and written form
3. Outline the plot of a story in terms of the beginning, middle, and ending sequence of events.
4. Identify key words in a sentence, paragraph, or short text (in order to narrate it well).
5. Identify, compare and contrast characters according to their characteristics positions, relationships to each other, roles in the books, etc.
6. Identify and discuss the motivating principles of characters and distinguish between principles that are consistent with God's word and those that are not.
7. Identify examples of cause and effect in the text (starting with main events).

## **LESSON PLANNING AND TEACHING STRATEGIES:**

### **Fluency Practice**

1. Students participate daily in reading groups where they read orally, listen and follow along with other students. Students are encouraged to read loudly with strong voices and appropriate expression.
2. Individual oral reading daily to the parent (at home).

### **Vocabulary Development**

1. Students keep a vocabulary log (created together as a class).
2. Hold spelling and vocabulary bees to help students retain the vocabulary words.

### **Reading Comprehension**

1. Socratic discussion about the book, in large or small groups.
2. Students answer oral and written questions.
3. Using the "literature circle" method, assign students jobs for their homework reading (see Literature Circles Guide).
4. Stimulate students to visualize the story in their heads with explicit "pictures" using the following "Structure Words" to help frame questions:
  - l. **What** "What is the main thing (or person) you *see* that you just read about?"
  - m. **Size** "How big is the \_\_\_\_\_?"
  - n. **Color** "What color do you *see* for the \_\_\_\_\_?"
  - o. **Number** "How many \_\_\_\_\_ do you *see*?"
  - p. **Shape** "Describe the shape you *see* for the \_\_\_\_\_."
  - q. **Where** "Where do you *see* \_\_\_\_\_ walking, playing, etc.?"
  - r. **Movement** "What do you *see* \_\_\_\_\_ doing?"
  - s. **Mood** "How does \_\_\_\_\_ *look* like he feels?" (angry, sad, happy, etc.)
  - t. **Background** "What else do you *see* besides the (for example) pirate ship and the pirate? (cloudy sky, waves, dolphins leaping up, etc.)
  - u. **When** "When do you see this happening?" Early morning, night, a long time ago, etc.
  - v. **Sound** "What sounds do you hear?"
5. At least once for each book, have students make formal presentations about their reading, e.g., "Book in a Bag" report, posters about characters, etc. (see Oral Presentation Guidelines).

6. Integrate with art, Bible, grammar, history and science through discussion, writing and presentation projects.
7. Alternate once a week using the McCall Tests for both reading and listening comprehension practice:
  - a. **For Reading Comprehension**
    - i. Students fold their paper in half so they cannot see the questions. They may not look back at the paragraph while answering the questions.
    - ii. During the first 4 weeks, and then once every 4-5 times subsequently, pre-read the paragraph together, stopping after each sentence and asking “picturing” questions like those above. Then let them answer the questions without looking at the paragraph. After the first 4 weeks, students will read the paragraph and answer questions on their own.
  - b. **For Listening Comprehension**
    - i. Read the McCall paragraph aloud slowly with great expression, reminding them beforehand of the “structure words” to stimulate visual imagery.
    - ii. Give the students only the answer portion of the sheet and have them answer questions.
8. Homework Reading
  - a. Assign 15 minutes of read-aloud homework from the current reading book (a certain # of pages or a chapter).
  - b. Students are required to read aloud to parents, not silently to themselves.
  - c. The book must be sent home in a plastic zip-lock bag and returned in the bag.
9. Give regular reading comprehension quizzes on homework reading selections.
10. Daily read aloud to students from the books listed below.

### **TEXTS AND MATERIALS:**

#### **Primary Materials**

##### **Comprehension:**

McCall Crabbs: Standard Test Lessons in Reading, Book B  
 The Comprehension Connection User’s Guide, McCall Crabb

##### **Literature to Read in Class and for Homework:**

*The Courage of Sarah Noble* and study guide (2-3 weeks)  
*The Sword in the Tree* and study guide, Bulla (4 weeks)  
*The Boxcar Children* and study guide, Warner (5 weeks)  
*King Arthur* (Classic Starts) (4 weeks)  
*Minstrel in the Tower* and study guide (4 weeks)  
*The Velveteen Rabbit* (4 weeks)  
*Robin Hood* (Classic Starts) (4 weeks)  
 Biographies of artists and composers for individual student presentations

##### **Teacher Read-Aloud Books**

*Hans Brinker and the Silver Skates*  
*Winnie-the-Pooh*  
*Mrs. Piggle Wiggle*  
 See also the Second Grade Literature List for additional read-aloud books

### **GRADING GUIDELINES**

1. Fluency (50%): Use the Oral Reading Assessment to determine a weekly grade for oral reading.
2. Comprehension (50%):
  - a. McCall Crabb tests
  - b. Comprehension and vocabulary quizzes on reading books.
  - c. On the Oral Reading Assessment, record indications of students' ability to comprehend during in-class reading.

### **LITERATURE FIELD TRIPS AND SPECIAL EVENTS**

1. National Museum of the American Indian (related to *The Courage of Sarah Noble*)

### **SCHEDULE:**

Five reading classes, 30 minutes per day, 5 days per week – total 2.5 hours

Teacher read-aloud, 20 minutes per day, 4 days per week – total 1 hour, 20 minutes

## SECOND GRADE LITERATURE LIST

<b>TITLE</b>	<b>AUTHOR</b>
<i>Alligator Case</i>	du Bois
<i>All of a Kind Family</i>	Taylor
<i>Along Came a Dog</i>	Dejong
<i>B is for Betsy</i>	Haywood
<i>Bear Called Paddington</i>	Bond
<i>Betsy, Tacy and Tib (or any Betsy, Tacy books)</i>	Lovelace
<i>Bo and the Missing Dogs</i>	Simmons (series)
<i>Book of Fairy Tales</i>	Erlich
<i>Boxcar Children, The</i>	Warner (book 1 is read in school)
<i>Caleb's Story</i>	MacLachlan
<i>Castle</i>	Macauley
<i>Cathedral</i>	Macauley
<i>Chalk Box Kid, The</i>	Bulla
<i>Chalk Box Story, The</i>	Freeman
<i>Child's Garden of Verses, A</i>	Stevenson
<i>Christopher Columbus</i>	Slobodkina
<i>Cloudy with a Chance of Meatballs</i>	Barrett
<i>Columbus</i>	d'Aulaire
<i>Door in the Wall, The</i>	de Angeli
<i>Encyclopedia Brown (series)</i>	Sobol
<i>Eric the Red and Leif the Lucky</i>	Schiller
<i>Fables</i>	Lobel
<i>Fairy Doll</i>	Godden
<i>Family Under the Bridge, The</i>	Carlson
<i>Hannah</i>	Whelan
<i>Hans Christian Andersen Fairy Tales</i>	Anderson
<i>Happy Orpheline</i>	Carlson
<i>Hard Times on the Prairie</i>	Wilder
<i>Henry and Beezus</i>	Cleary
<i>Hero Tales</i>	Jackson
<i>House at Pooh Corner, The</i>	Milne
<i>Hundred Dresses, The</i>	Estes
<i>Imogene's Antlers</i>	Small
<i>In Grandma's Attic</i>	Richardson
<i>Jataka Tales</i>	Babbitt
<i>Just So Stories</i>	Kipling
<i>Kildee House</i>	Montgomery
<i>Kindle of Kittens</i>	Godden
<i>Least of All</i>	Purdy
<i>Leif the Lucky</i>	d'Aulaire
<i>Leonardo DaVinci</i>	Stanley
<i>Lily and Miss Liberty</i>	Stevens
<i>Lilly's Purple Plastic Purse</i>	Henkes (and other Kevin Henkes books)
<i>Littles, The</i>	Peterson

<i>Little House in the Big Woods</i> (series)	Wilder
<i>Little Pear</i>	Lattimore
<i>Michelangelo's World</i>	Ventura
<i>Millie-Mollie-Mandy Storybook, The</i>	Brisley
<i>Miss Rumphius</i>	Cooney
<i>Mouse and the Motorcycle, The</i>	Cleary
<i>Mouse House</i>	Godden
<i>Mr. Popper's Penguins</i>	Atwater
<i>Mr, Small books</i>	Lenski
<i>My Father's Dragon</i> (series)	Gannett
<i>Nightingale, The</i>	Anderson
<i>Nothing is Impossible: Story of Beatrix Potter</i>	Aldis
<i>Old Mother West Wind</i>	Burgess
<i>Old Woman Who Lived in a Vinegar Bottle, The</i>	Godden
<i>Open House for Butterflies</i>	Krauss
<i>Owls in the Family</i>	Mowat
<i>Poems and Prayers for the Very Young</i>	Alexander
<i>Princess and the Pea,</i>	Anderson
<i>Puppy Summer</i>	de Jong
<i>Railway Children, The</i>	Nesbit
<i>Rackett- Packetty House</i>	Burnett
<i>Ramona</i> (series)	Cleary
<i>Reluctant Dragon, The</i>	Grahame
<i>Ride on the Wind</i>	Dalglish
<i>Robert Fulton, Boy Craftsman</i>	Henry
<i>Rocking Horse Secret</i>	Godden
<i>Runaway Ralph</i>	Cleary
<i>Sarah Plain and Tall</i>	MacLachlan
<i>Secret Agents Four</i>	Sobol
<i>Shoeshine Girl</i>	Bulla
<i>Skylark</i>	MacLachlan
<i>Stone Fox</i>	Gardiner
<i>Story of Thomas Alva Edison: Wizard . . .</i>	Davidson
<i>Thy Friend, Obadiah</i>	Turkel
<i>Time of Wonder</i>	McCloskey
<i>Titanic: Lost and Found</i>	Donnelly
<i>Water Babies, The</i>	Kinglsey
<i>Wilbur and Orville Wright</i>	Stevenson
<i>Yellow and Pink</i>	Steig

## ***Second Grade Math***

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### ***Math Fact Minimum Benchmarks (1<sup>st</sup>-6<sup>th</sup>)***

<b>Grade</b>	<b>Number of Problems</b>	<b>Addition (0-10)</b>	<b>Subtraction (0-20)</b>	<b>Multiplication (0-12)</b>	<b>Division (0-12)</b>
1 <sup>st</sup>	50	3 min.	4 min. (0-10)		
2 <sup>nd</sup>	50	2.5 min.	3 min.		
3 <sup>rd</sup>	50	2 min.	2.5 min.	2.5 min. (0-10)	3 min. (0-10)
4 <sup>th</sup>	50	2 min.	2 min.	2 min.	2 min.
5 <sup>th</sup>	50	1.5 min.	1.5 min.	1.5 min.	1.5 min.
6 <sup>th</sup>	50	1.5 min.	1.5 min.	1.5 min.	1.5 min.

### **TEXTS AND MATERIALS:**

#### **Primary Texts: Singapore Standards Edition:**

Teacher's Guide 2A and 2B

Workbooks 2A and 2B, one per student (use for class work and homework)

Textbooks 2A and 2B, one per student (stays at school)

Test Booklets and Answer Keys

*Singapore Intensive Practice 2A and 2B*

*Singapore Challenging Word Problems 2*

Mastering Math Facts

Calculadders

Singapore Topical Worksheets, 2A and 2B (In Sync)

[www.engageny.org](http://www.engageny.org) (extra practice)

#### **Essential Manipulatives and Visuals:**

- Rekenrek
- Ten-frame cards
- Whole-part cards (showing number bonds to 10)
- Popsicle sticks and rubber bands
- Linking cubes
- Coins (Ask each parent to supply a bag containing: 8 quarters, 10 dimes, 10 nickels, 10 pennies)

- Individual student white boards or wipe-off mats

### **Supplementary Texts (teacher only):**

Singapore U.S. Edition:

Teacher's Guide 2A and 2B

Workbooks 2A and 2B

Textbooks 2A and 2B

Math in Focus Teacher's Editions A & B, Grade 2

Math In Focus, Grade 2, Student Workbook

### **GENERAL OBJECTIVES**

1. Understand that God gave us numbers and math in order to help us understand His creation.
2. Continue to develop strong number sense:
  - a. Count from any number to any number (within grade-level appropriate numbers)
  - b. Split a number into any number of parts
  - c. Compare any two numbers by subtraction.
  - d. Represent the relationships between a whole and its parts concretely, with pictures, and abstractly with numbers and number sentences.
3. Use math language properly and be able to explain the reasons for an answer.
4. Determine the reasonableness of an answer.
5. Develop the ability to see patterns in numbers.
6. Master math facts (grade level appropriate) mentally and on paper.

### **PRIMARY OBJECTIVES**

(from the Singapore Standards Scope and Sequence)

#### ***Whole Numbers***

- Use place-value models to represent numbers to 1000.
- Read, write in words, standard, and expanded notation, identify place values of digits, and compare and order numbers within 1000.
- Describe and extend regular number patterns within 1000.
- Compare numbers within 1000 and use the symbols  $<$ ,  $+$ ,  $>$ .

#### ***Addition and Subtraction of Whole Numbers***

- Understand the meaning of addition (missing whole, putting together, counting on, and simple addition stories).
- Understand the meaning of subtraction (missing part, taking away, counting back, and simple subtraction stories).
- Use inverse relationship between addition and subtraction.
- Compare numbers by using subtraction to find the difference.
- Add/Subtract numbers within 1000.

#### ***Multiplication and Division of Whole Numbers***



- Use repeated addition and arrays to solve multiplication problems within 40.
- Use sharing and grouping to divide.
- Relate division to multiplication
- Recognize and extend regular linear patterns.
- Multiply/divide by 2's and 3's.
- Learn multiplication/division facts for 2's and 3's.
- Multiply/divide by 4's, 5's, and 10's.
- Learn multiplication/division facts for 4's, 5's, and 10's.

### ***Mental Math Strategies***

- Use the commutative and associative properties to perform mental calculations and check results.
- Add 1-digit numbers involving renaming (e.g.,  $7+5$ ) by making a ten.
- Subtract 1-digit number involving renaming (e.g.,  $14-8$ ) by subtracting from a ten.
- Add/Subtract numbers within 100.
- Add/Subtract 1's, 10's, or 100's to numbers within 1000.
- Subtract from 100.
- Add/Subtract a number close to 100 (e.g., 98).
- Add and subtract money in compound units (dollars and cents) when the cents are multiples of 5 or close to \$1.00.

### ***Fractions***

- Recognize and name halves and fourths.
- Recognize, write, name, and illustrate fractions of a whole (denominators 1-12).
- Find the fraction with the same denominator to make a whole with another fraction.
- Compare and order unit fractions.

### ***Money***

- Count combinations of bills and coins to \$10.00.
- Use decimal notation for money.
- Use decimal notation to add and subtract money within \$10.00.

### ***Time***

- Tell time to the nearest 5-minute mark (analog clock face).
- Find the duration of time intervals.
- Find starting or ending times, given a time and the interval.
- Know relationships of time (years, months, days, weeks, hours, and seconds).

### ***Length, Weight, Mass, Capacity***

- Compare and measure capacity using nonstandard units.
- Measure and estimate length of objects in meters and centimeters, yards, feet, and inches.

- Compare measurements made using different units.
- Measure and estimate weight in kilograms, grams, pounds, and ounces.
- Measure and estimate capacity in liters, cups, pints, quarts, half-gallon, and gallon.
- 

### ***Perimeter, Area and Volume***

- Find the area of shapes by covering them with unit squares or by counting squares.

### ***Geometry***

- Give and follow directions about location.
- Arrange and describe objects in space by proximity, position, and direction.
- Identify, describe, and categorize common 2-dimensional shapes, including the faces of 3-dimensional objects.
- Identify common 2-dimensional shapes within compound shapes, combine shapes within compound shapes, combine shapes to form common shapes.
- Describe and classify common 3-dimensional shapes according to number and shape of faces, edges, and vertices.
- Describe and extend repeating patterns involving color and shapes.
- Describe and extend repeating patterns involving combination of shapes (compound shapes).

### ***Word Problems***

- Write equations and solve one-step word problems involving addition/subtraction.
- Write equations and solve one-step word problems involving multiplication/division.
- Solve simple word problems involving fraction of a set.

### ***Data Analysis and Probability***

- Ask and solve questions related to data representation, including finding the range and mode.

### ***Algebra Preparation***

- Solve problems involving numeric equations or inequalities.
- Select appropriate operational symbol to make an expression true.
- Use boxes and other symbols to stand for unknown numbers in expressions and equations.

## **LESSON PLANNING AND TEACHING STRATEGIES:**

### ***A. Math Fact Practice (daily)***

- Class practice using whole-part cards
- Individual practice using student white boards
- Timed fact practice sheets (Calculadders)

***B. Sprints (2-3 times per week)***

- Sprint worksheets are used to develop number sense and to help students internalize concepts by focusing their attention on:
  - Patterns and relationships between numbers
  - Problem solving by relating the simpler problem to the more complex
- Sprints are used to practice concepts already taught and practiced beforehand in untimed exercises.
- Sprints are timed for one minute (not graded).
- For directions on administering Sprints, see the Introduction to the book.

***C. Fluency Practice (daily)***

- Counting using the Rekenrek, 10-frames, or other manipulatives.
- Counting by 1s and skip counting orally backwards and forwards.

***D. Problem Solving (daily – about 5 min.)***

- All lessons should include a time of solving and/or writing word problems together (2-3 problems).

***E. Main Lesson (daily)***

- Teach new concept or practice/re-teach previously taught concepts
- Practicing concepts in groups or individually
- Class work from Singapore Workbook, Topical Worksheets, or teacher-created sheets.

***F. Math Journal***

- Students will keep a math journal with sample problems from each day's lesson as well as math vocabulary they must learn.

***G. Homework (Monday – Thursday)***

- Singapore Workbook, Topical Worksheets, or teacher-created sheets. **Students do not write in or take home the Textbooks.**
- Homework is graded for completion only.
- Homework should be used to practice concepts already learned in class. Parents should not be in the position of having to teach new concepts at home.

***H. Assessments***

- The teacher should assess students' understanding daily by means of
  - Practice on wipe-off boards
  - Short teacher-created quizzes.
  - Singapore tests (weekly)

**GRADING GUIDELINES**

- Tests and Quizzes 70%

- Students are required to re-work all problems missed on tests and quizzes as a homework assignment. They are then given another math test grade that reflect  $\frac{1}{2}$  given back for each correction.
- Math Facts 20%
- Homework completion 10%

#### **MATH FIELD TRIPS AND SPECIAL EVENTS**

- Field trip to The Bureau of Printing and Engraving (money)
- Loudon Heritage Museum – Grandma’s Kitchen (weights and measures)

#### **SCHEDULE**

5 one-hour period per week – 5 hours total

## **Second Grade Phonics and Spelling**

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### **GENERAL OBJECTIVES**

1. Appreciate that we learn phonics in order to read well, primarily so that we can read and understand God's word, the Bible.
2. Through stronger phonetic understanding, be able to comprehend and enjoy a wider variety of reading material.
3. Understand that we honor God and show thankfulness for the language He has given us when we learn our own language well and communicate with attention to correct spelling.
4. Improve analytical ability as students analyze words for applicable spelling rules.
5. Practice and improve decoding and encoding skills.
6. Improve ability to visualize symbols in order to improve visual memory.
7. Expand vocabulary and improve ability to use words correctly in sentences.
8. Integrate and reinforce grammar concepts as they apply to the spelling words.

### **SPECIFIC OBJECTIVES**

#### **Objectives of the *Spell to Write and Read* Program:**

1. Know all sounds of the 70 phonograms which represent the 45 sounds in the English language:
  - a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, qu, r, s, t, u, v, w, x, y, z, ai, ar, au, aw, ay, ch, ci, ck, dge, ea, ear, ed, ee, ei, eigh, er, ey, gn, ie, igh, ir, kn, ng, oa, oe, oi, oo, or, ou, ough, ow, oy, ph, sh, si, tch, th, ti, ui, ur, wh, wor, wr.
2. Know the 28 spelling rules in the *SWR* program.
3. Learn to spell 800 of the most commonly used English words in lists **I through O** in the *WISE Guide*.
4. Create a phonics log that contains these phonograms and rules along with examples of words that use them.
5. Be able to explain the rationale of each word's spelling using the spelling rules.
6. Be able to mark the spelling words with the correct mnemonic symbols.

#### **Supplemental Exercises that focus on these objectives:**

1. Correctly add prefixes and suffixes to spelling words to make new words.
2. Write original sentences with spelling words.
3. Correctly write paragraphs from dictation with spelling words.
4. Correctly identify the parts of speech of all spelling words.
5. Learn the plural forms of spelling words that are nouns.
6. Learn the past and future tenses of spelling words that are verbs.
7. Learn to form degrees of comparison with spelling words that are adjectives.
8. Learn to change adjectives into adverbs by adding *-ly*.
9. Learn derivatives of spelling words and their meanings.
10. Use spelling words in analogies.
11. Learn to make metaphors and similes using spelling words.

12. Learn multiple meanings of spelling words.
13. Form compound words using the spelling words.
14. Find appropriate synonyms and antonyms for spelling words.
15. Be able to alphabetize spelling words.

**Objectives of the *Seeing Stars Decoding Workbooks (yellow and orange):***

1. Decode two- to four-syllable nonwords and real words with common affixes.
2. Break multi-syllable words into syllables and identify open and closed syllables.
3. Track and decode two- to three-syllable words with the following suffixes: *ly, le, ful, ing, er, ment, less, ness, tion, ture, tive, sive, ous, cious, al, ence, ent, ance, ify, ery, ist, ious, ion, ian, ial, ience, ient, io, ia, ate, age, gious, gion*.
4. Track and decode two- to three-syllable words with the following prefixes: *pro, pre, dis, in, con, ex, re, com, trans, de*.
5. Spell (in writing and by visualizing) the multi-syllable words in each lesson.

**LESSON PLANNING AND TEACHING STRATEGIES:**

**The following teaching strategies are primary:**

1. *Multi-sensory involvement*: students *see, hear, say, and write* the phonograms and spelling words.
2. *Direct instruction*: the teacher shows through modeling and examples, and the students practice to mastery.
3. *Group response*: students chant the phonograms and spelling rules.
4. *Dictation*: dictation, rather than copying, encourages students' active thinking about the words they are writing, the phonograms that comprise them, and the rules that apply.
5. *Student illustration*: students create their own phonics reference book and therefore internalize the concepts better.
6. *Socratic instruction*: through dialogue, students analyze the spelling words and determine the spelling rules and appropriate markings of words, applying the known to the unknown.

**Lesson planning overview:**

The following is an overview of a typical week. Detailed instructions for teaching the *Spell to Write and Read* program can be found in the teacher's guide.

***Spell to Write and Read Program***

The following should be part of the daily class routine during the week. Specific lesson plans are at the top of each *WISE Guide* spelling list under "Preliminaries":

1. Teach and/or review phonograms using flashcards.
2. Teach/review spelling rules using flashcards.
3. Monday: Send home "next week's" list of words.
4. Monday-Wednesday: Read aloud "last week's" spelling words and enter 10 new words from "next week's" list in the phonics log.

5. Give a quick quiz on 10 of “last week’s” words (the ones they will be tested on this week). This should be checked and handed back for evening study of words missed.
6. Thursday: Create/review phonics log reference pages.
7. Quiz students as indicated in *WISE Guide* on phonograms using their individual white boards.
8. 2-3 days per week: Complete the “Spelling Enrichment” exercises listed in the “Specific Objectives” above.

***Friday, Spelling Test:***

On Friday, give a test on the previous week’s list of words. The test will cover 20 spelling words (25 during the last 4 weeks), 5-10 phonograms and two dictation sentences using spelling words (current and past).

***Seeing Stars Program*** (Two lessons per week)

1. Students take turns reading aloud the word lists.
2. Students write 5-6 words from dictation and then self-correct from the board.

**HOMEWORK GUIDELINES FOR PHONICS AND SPELLING**

***Spelling Homework:*** Students should write three times any words missed on the daily quiz.

***Seeing Stars Homework:*** Students should take home a copy of the day’s lesson to practice at home if they are having difficulty decoding.

**TEXTS AND MATERIALS:**

**Primary Materials**

*Spell to Write and Read*, Senseri (SWR)

*WISE Guide*, Senseri

Phonogram Flashcards

Spelling Rule Flashcards

Notebooks for Phonics Log

Phonics Log Masters

*Seeing Stars Decoding Workbooks*, Book 5 (yellow) Book 6 (orange)

**GRADING GUIDELINES**

- Tests: 70%
- Usage in writing: 30% (grades recorded from written work in other subjects)

**SCHEDULE:**

Five 30-minute periods per week – total 2.5 hours





## **Second Grade Science: Elementary Physics and Chemistry**

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### **TEXTS AND MATERIALS:**

#### **Primary Materials**

*Physics, Pre-level I*, Rebecca Keller, Real Science-4-Kids

*Simple Machines*, Evan Moor

*R.E.A.L. Science Odyssey – Chemistry (level one)*

Activity supplies (listed in each teacher's guide)

Shake and Learn Science CD

### **GENERAL OBJECTIVES**

- Develop an increasing appreciation of the orderly and wondrous way God has designed the universe and the laws which govern it.
- Explore the ways in which the creation reveals the attributes of God.
- Observe experimental results and ask questions to learn more.
- Learn by drawing, labeling, describing, and recording data.
- Compare and contrast characteristics.
- Use math to better understand science concepts.
- Think, question and test one's own theories.
- Apply scientific knowledge to daily life.

### **SPECIFIC OBJECTIVES FOR PHYSICS UNIT**

#### **Physics, Pre-level I, Rebecca Keller, Real Science-4-Kids**

##### **Chapter 1: What is Physics (week 1 – short week)**

- Vocabulary: *physics, physicists, gravity*
- Understand that objects obey the rules of physics and that God created these rules.
- Experiment 1: "Falling Objects"
  - Compare observations with Galileo's theory about falling objects and record observations on a lab sheet.

##### **Chapter 2: Push and Pull (week 2)**

- Vocabulary: *work, energy, force*
- Understand that work is what happens when a force moves an object.
- Understand that force changes the location, shape, or speed of an object.
- Understand that energy gives something else the ability to do work.
- Experiment 2: "Get to Work!"
  - Apply force to marshmallows and record the results.

##### **Chapter 3: Kinds of Energy (week 3)**

- Vocabulary: *chemical stored energy, elastic stored energy, gravitational stored energy, kinetic energy, conservation of energy*

- Understand that stored energy has not been used yet.
- Know the difference between chemical stored energy and elastic stored energy by giving an example of each.
- Experiment 3: “Moving Energy in a Toy Car”
  - Observe how one form of energy is converted to another and will record their data in a table.
  - Understand that stored energy can be changed into kinetic (moving) energy by giving an example.

#### **Chapter 4: When Things Move (week 4)**

- Vocabulary: *inertia, mass, friction*
- Understand that force makes objects start to move or stop moving, but forces do not keep objects moving.
- Know that inertia keeps objects still or moving.
- Know that friction will stop objects from moving.
- Experiment 4: “Rolling Marbles”
  - Observe how mass and inertia are related and how friction slows/stops kinetic energy. Collect and record data.

#### **Chapter 5: Chemical Energy (weeks 5-6)**

- Vocabulary: *atoms, molecule, chemical reaction, chemical energy, carbohydrates*
- Understand that chemical energy comes from atoms and molecules released when chemical react together.
- Explain stored chemical energy by means of an example.
- Understand that carbohydrates are a type of stored chemical energy used by living things, and give some examples.
- Experiment 5: “Lemon Energy”
  - Observe how the chemical stored energy in a lemon can power a LED.
  - Know that batteries are a type of stored chemical energy.
  - Summarize observations orally or in writing.

#### **(Skip Chapters 6 and 7)**

#### **Chapter 8: Magnets (weeks 7-8)**

- Vocabulary: *magnetic poles, magnetic force*
- Understand that a magnet has opposite poles.
- Experiment 8: “Magnet Poles”
  - Observe how magnetic poles behave when placed close together.
  - Make a scientific conclusion based on observations.
- Know that only some materials can be magnets, such as nickel or iron.
- Experiment: “Will Your Magnet Attract?”
  - Predict whether a magnet will attract various metal and non-metal items.
  - Observe which items are attracted to the magnet.
  - Make a scientific conclusion based on observations.
- Know that magnetic force is caused by spinning electrons.

- Activity: Create *Magnets* booklets based on the poem, *Magnets are Attractive*

## **Chapter 9: Light and Sound (week 9)**

- Vocabulary: *wave peaks and valleys, electromagnetic waves*
- Understand that a wave has a peak and a valley.
- Know that a light wave is also called an electromagnetic wave.
- Know that sunlight is made of different colors of light, each with a different wave.
- Know that sound is a wave of moving air molecules.
- Know the colors of the spectrum in order (red, orange, yellow, green, blue, indigo, violet – ROY G BIV)
- Experiment 9: “Splitting Light”
  - Observe how a prism can split light into different colors.

## **(Skip Chapter 10)**

### **Simple Machines, Evan-Moor (pp. 33ff)**

Review the concepts of *work*, *force* and *energy* from Chapter 2 above before studying the 6 types of simple machines.

### **Lever (week 10)**

- Begin with a challenge: Can you lift a book with one finger? Students see if they can do this using only a ruler.
- Observe how a lever makes work easier.
- Identify the function of the *fulcrum* and the *turning point*.
- Observe the following tools as they function as levers; identify the points of force and the fulcrum:
  - Lifting a lid with a screwdriver
  - Pulling out a nail with a hammer
  - Cutting paper with scissors.
- Add to science notebook: student-written definition of a lever and the pictures from p. 39, colored and labeled (fulcrum, turning point, etc.).

### **Wheel and Axle (week 11)**

- Begin with a thought experiment: How could you move a box that is too heavy to slide or pick up? Imagine life without wheels.
- Examine everyday examples of a wheel and axle: doorknob, toy with wheel/axle, rolling pin. Can you use wheels without an axle?
- Students work with string and Kinex to make a winch.
- Add to science notebook: student-written definition of a wheel and axle, and add the pictures from p. 46, colored and labeled.

### **Pulley (week 12)**

- Begin with a challenge: Can you lift a bucket without pulling up on it with your hands?
- Students work on the challenge with 2 sticks and a piece of rope.

- Examine pictures of pulleys used in everyday life.
- Add to science notebook: student-written definition of a pulley and the pictures from p. 54, colored and labeled.

### **Inclined Plane (week 13)**

- Begin with a challenge: Can you move a book from the table to the floor without lifting or pushing it?
- Students work on the challenge using books, cardboard or foam-board, etc.
- Work through the lab sheets on pp. 58-59 and have students record their observations and conclusions.
- Add to science notebook: student-written definition of an inclined plane and pictures from pp. 57 or 61, colored and labeled.
- Activity: Conduct race using pool noodle cut in half lengthwise and marbles.
  - Adjust the variables (height of inclined plane and size of marbles). Students predict the outcomes and conduct race.
  - Draw scientific conclusions based on variables and race outcomes.

### **Screw (week 14)**

- Think first: List all the ways we could make two solid objects, like boards, stick together. What are the potential problems with each?
- Students cut out the spiral inclined plane on p. 59 and compare with examples of screws.
- Observe and discuss the ways in which screws make work easier. Why is a screw better than a nail?
- Add to science notebook: student-written definition of a screw and pictures from p. 64, colored and labeled.

### **Wedge (week 15)**

- Understand that a wedge is a double inclined plane through demonstration with objects.
- Explore different types of wedges in everyday life and how we use them.
- Observe and discuss the ways in which a wedge makes work easier (and neater).
- Add to science notebook: student-written definition of wedge and pictures from p. 69, colored and labeled.

### **Unit Review Activities (weeks 16-17)**

- Examine various machines and identify combinations of simple machines in use.
- End unit on simple machines with student presentation projects.

## **SPECIFIC OBJECTIVES FOR CHEMISTRY UNIT**

### **R.E.A.L. Science Odyssey – Chemistry (Level One)**

#### **Unit 1: What is Chemistry? (pp. 20-31) (week 18)**

- Vocabulary: *chemist, chemicals, chemistry*
- What is Chemistry Lab #1: *Be a Chemical Detective*
  - Understand that all things are made of chemicals
  - Chemistry is the science that studies chemicals.
  - A chemist studies how chemical interacts.
  - Understand what a hypothesis is.
- What is Chemistry Lab #2: *Telling Things Apart*
  - Understand that chemists use two types of tests to compare substances: physical tests and chemical tests.
  - Experiment 1: *Physical Tests*
    - Conduct tests using sight, smell, and touch to distinguish between baby powder, powdered sugar and baking powder; record results.

#### **Unit 1: What is Chemistry? (Cont.) (week 19)**

- Experiment 2: Chemical Tests
  - Mix three various combinations of water, vinegar, food coloring, and oil with baby powder, powdered sugar, and baking powder.
  - Draw conclusions for each substance based on the test experiments and recorded results
- Crossword Puzzle Review: *What is Chemistry?*

#### **Unit 2: Atoms (pp. 33-51) (week 20)**

- Vocabulary: *atom, Democritus, theory, molecules*
- Understand Democritus' theories about atoms and molecules
- Understand that modern science has proven Democritus' theories to be correct
- Atom Lab #1: *Are Atoms Small?*
  - Estimate the number of atoms on a 2mm line drawn on Atom Lab Sheet #1
  - Experiment: Use balloons filled with various substances (air, water, cinnamon, almond extract, mint extract and vinegar) and try to determine the substance in each balloon by its smell.
    - Understand that atoms are of different sizes.
    - Understand that smaller atoms can move between larger atoms.
    - Draw conclusions and record them

#### **Unit 2: Atoms (Cont.) (week 21)**

- Experiment 2: Chemical Tests
  - Mix three various combinations of water, vinegar, food coloring, and oil with baby powder, powdered sugar, and baking powder.
  - Record how each mixture looks, smells and feels.

- Draw conclusions for each substance based on the test experiments and recorded results..
- Crossword Puzzle Review: What is Chemistry?

### Unit 3: The Chemist's Alphabet Defined (pp. 67, 75, 81-85) (week 22)

- Vocabulary: *Periodic Table of the Elements, atomic number, mass, atomic mass unit*
- Alphabet **Lab** #1: My Periodic Table
  - Understand that the periodic table is a chart invented by Dmitri Mendeleev that has the names of all the elements.
  - Everything is made from these elements.
  - Some symbols come from element names we use today and others come from names no longer used.
- Activity: Complete *Chemical Symbol Match*
- Read and discuss *Atomic Numbers*
- Atomic Number **Lab** #1: Is Milk an Element?
  - Discover how to tell whether or not a substance is an element.

### (Skip Units 3b and 4)

### Unit 5: Molecules Rule (pp. 230-264) (weeks 23-25)

- Vocabulary: *bond, molecule, compound, mixture, electron dot method, formula, capillary action*
- Understand that atoms bond together by sharing electrons and make molecules.
- Putting It All Together **Activity**: Make a Molecule Puzzle
  - Combine atoms according to the number of electrons in their outer shell.
- Putting It All Together **Lab** #1: Friendly Gumdrops
  - Understand that a compound is a group of the same kind of molecule.
  - Understand that a mixture is a group of different types of molecules.
- Putting it All Together **Lab** #2: Mixture or Compound?
  - Visually see the difference between a mixture and a compound.
- Molecular Formulas Are Useful: **Worksheet**
  - Understand that molecular formulas tell the amount and type of atoms present in a molecule.
  - Learn how to write a formula.
- Molecular Formulas Are Useful **Lab**: The Celery Blues
  - Understand that water rises because the molecules “stick” to the cellulose.
- Drawing Lessons **Worksheet**
  - Learn to draw atoms and molecules using the Electron Dot Method.
- Drawing Lessons **Lab**: Capillary Action in Action
  - Observe how the rate of capillary action is affected by the molecules water encounters.

### Unit 6: What's the Matter? (pp. 268-349) (weeks 26-31)

- Vocabulary: *matter, chemical reaction, states of matter, volume, solid, liquid, gas, condensation point, melting point, dense/density*
- Matter **Activity** #1: *Build a Drop of Water Matter*
  - Understand that atoms form molecules and molecules group together to make matter.
  - Record the protons, neutrons and electrons in a molecule of water; draw the electron dot structure for each atom.
- Review that Democritus first said that all things were made from atoms
- Know that John Dalton wrote the *Atomic Theory of Matter* concerned how atoms combine together.
- Matter **Activity** #2: *Atoms Are the Matter*
  - Understand that matter cannot be created or destroyed (except by God).
  - Know that sometimes different molecules combine, switch their atoms around, and form different molecules. This is a chemical reaction.
- The States of Matter **Lab**: *Presto-Change-O Water*
  - Understand that matter takes up space and has mass.
  - Know that matter comes in 3 states.
  - Know that the states are different with regard to definite shape and volume.
- Let's Get to the Point **Lab** #1
  - Be able to explain the meaning of the melting point, freezing point, and know that the condensation point equals the boiling point.
  - Know the temperature at which water freezes and boils.
- Let's Get to the Point **Lab** #2: *State of Confusion*
  - Determine how to categorize other things like jello, mayo, and peanut butter. Are they solids, liquids, gases or neither?
- Solids Are Dense **Lab** #1: *Some Are Denser Than Others*
  - Understand that density is the amount of molecules in a given space.
- Solids Are Dense **Lab** #2: *The Sinking Tub Boat*
  - Understand that some solids are denser than others, and that if a solid is less dense than water, it floats.
- What Makes a Liquid a Liquid? **Lab**: *Liquids Are Dense, Too*
  - Understand that most solids are denser than liquids.
  - Understand that the molecules in a solid do not move much. They move in a liquid, but not as much as in a gas.
  - Discover that different liquids have different densities.
- Drawing the States of Matter (Review of concepts thus far)
- The Friendship of Oxygen and Hydrogen **Lab** #1: *Smart Ice*
  - Learn that water is less dense as a solid (ice) than as a liquid.
- What Makes a Gas a Gas **Lab** #1: *Bubbles*
  - Understand that the molecules in a gas have a lot of space between them, and thus a gas is less dense than a liquid.
  - Understand that the molecules in a gas move very fast and mix freely.
  - Understand that gases do not have a definite shape or volume.
- What Makes a Gas a Gas? **Lab** #2: *Popping Corn*

- Learn why corn pops (liquid in the kernel turns to gas when heated and takes up more space).
- *The Air You Breathe* Introductory Lesson
  - Understand that oxygen is essential to life.
  - Know the major elements in the air we breathe.
  - Know that air is important for keeping the earth the right temperature.
- The Air You Breathe **Lab** #1: *Air Takes Up Space*
  - Observe that air takes up space.
- The Air You Breathe **Lab** #2: *Why Do Boats Float?*
  - Understand that boats float because they are solids filled with air.
  - Know how a submarine controls floating and sinking.
- *What's the Matter?* Crossword Vocabulary Review

### **Unit 7: Reactions in Action** (pp. 352-411) **(weeks 32-34)**

- Vocabulary: *physical change, chemical change (reaction), reactants, products, acid, base*
- Changes **Worksheet**: *Physical or Chemical?*
  - Learn to determine if a change is physical or chemical.
- Changes **Lab** #1: *Detecting Changes (do outside)*
  - Understand that in a chemical reaction, the same atoms are present at the end, but they are combined differently.
  - Learn that in a physical change, the molecules do not change (only the shape or size of the object changes).
- Changes **Demonstration**: *Chemical Reactions*
  - Learn that in a chemical reaction the starting molecules are called *reactants*, and the molecules at the end are called *products*.
- Changes **Lab** #2: *Let's Heat Things Up*
  - Observe that some chemical reactions release heat.
- Changes **Lab** #3: *Let's Cool Things Down*
  - Observe that some chemical reactions need heat in order to occur.
- Building Teeth
  - Learn that teeth, bones, shells and coral reefs are formed from a *precipitation reaction*.
  - Building Teeth **Lab**: Precipitates
    - Observe calcium carbonate dissolved and then turn back into a solid form.
    - Observe how the density of the liquid affects the outcome.
- *Combustion Action* **Lab** #1
  - Learn that fire must have oxygen gas in order to burn.

### **LESSON PLANNING AND TEACHING STRATEGIES:**

- Review: (Daily at the beginning of each class) Sing songs and review chants, rhymes, vocabulary definitions and question/answer recitations. This is primarily a means of



reviewing facts learned and committing them to memory, not the primary means of instruction.

1. Songs from “Shake and Learn” CD:
    - a. Scientific Process
    - b. Simple Machines
    - c. Work (force and friction)
  2. Teacher-created chants and sound-offs
- Main lesson:
    1. Second grade science involves primarily a “hands-on” curriculum where the students discover the concepts through participation in experiments, engaging projects, lab reports, observation and discussion of findings.
    2. Most activities and experiments should be done by the students in groups of 2 or 3, rather than just demonstrated by the teacher.
    3. Students should learn from the results of these activities, as opposed to performing the experiments with the results known in advance.
  - Review and Assessment:
    1. Students respond to questions (in complete sentences), orally or in writing, to explain the concepts learned during the lesson.
  - Science Notebook:
    1. Students will keep a section of a binder or a separate folder devoted to written observations, conclusions, lab sheets and visual aids.
  - Presentations:
    1. Students should do at least two presentations during the year for science.

#### **FIELD TRIPS:**

- Colvin Run Mill – Simple Machines
- Curiosity Zone - Chemistry

#### **SCHEDULE:**

Three 45-minute periods per week – total 2.25 hours

#### **GRADING GUIDELINES**

Grading is based on:

- Participation:
  - Is the student able to answer questions correctly about concepts covered?
  - Does the student ask relevant questions?
- Ability to follow directions
- Performance in activities and experiments
- Tests

## ***Second Grade Oral Presentation Guidelines***

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### **Mechanics**

#### Introduction

1. Smile at the teacher and say “thank you” after introduction.
2. Look at the audience and make eye contact with at least two people.

#### Posture

1. Stand straight without leaning on anything.
2. The student will stand with weight equally distributed (not shifting back and forth)
3. Keep hands out of pockets.
4. Keep arms by sides, or use them for gestures.
5. Hold head up so that face (especially eyes) can be seen.
6. Notes must be held no higher than chest level.

#### Speech

1. Speak loudly enough to be heard from the back of the room.
2. Work on speaking without slang phrases (such as “you know,” “it’s like,” “I was like”)
3. Use expression (teacher should model this).
4. Use clear diction.

#### Facial Expression

1. Smile at least three times during presentation (beginning, middle, end).
2. Maintain eye contact with audience except when looking at notes.

### **Schedule of Major Presentations (1 per quarter, 3-5 minutes)**

- Science – Simple Machines
- 1 Literature (re: in-class book:)
- 1 Outside Reading Oral Book Report (memorized with poster or diaorama)
- Musician/artist biography

### **Other Examples of Smaller Presentation Opportunities**

- Memorized scripture or poetry
- Grammar jingles
- Memorized monologue of literary or Biblical character
- Story narration (might use Bible story or stories from reading or history class)
- Tell about a topic (telling about some aspect of themselves, family, home, vacation, pet, etc.)
  - Give them the topic ahead of time with 6-7 questions they need to answer about the topic. For example, if the topic is “My Favorite Book” you would give them a sheet with questions to answer about it.
  - Students would use the sheet if needed during the presentation, but they should try to memorize the sheet as much as possible.

- 4-point factual presentation (integrate with Bible, history, science) These can be memorized using the sound-offs for these classes. The student should learn to use keywords on a notecard for these.

### **Guidelines**

1. The teacher needs to model for the students how to do the type of presentation chosen for that week.
2. Some presentations may require the teacher to ask questions of the student to help him keep going. Remind the student to look at the audience again while talking.
3. Many of these presentations can take the form of a recitation of memorized material during the recitation period that begins each class.
4. Second graders should prepare a topical presentation or memorized factual presentation at least once a quarter (see above).
  - This may require the help of parents at home to prepare the answers to questions for notes; however, time should be given in class to complete some parts.
  - Adjust homework so that presentation projects do not add homework time above the average.
  - Assign manageable chunks of the presentation with due dates along the way.

# Third Grade

## *Third Grade Homework and Grading Guidelines*

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- ❖ The total homework time should average 45 minutes. Ask parents to let you know if homework regularly exceeds 1 hour even though the student is focused and compliant.
- ❖ Homework is due by 8:00 a.m. or else it is counted as late.
- ❖ Students who do not complete or who leave at home their homework three or more times in a month will visit with the principal to discuss how they can improve.
- ❖ Occasionally, students will have a long-term project to complete. During these times, some regular homework assignments will be reduced in order to provide additional time for the project.
- ❖ Independent Work: Students are not allowed to work with other students on homework assignments unless the teacher has explicitly given permission.
- ❖ Neatness: Students should write all letters and numbers neatly on the lines using upper and lower case letters correctly. The main body of lower case letters should consistently be half the size of the upper case letters. Messy work may have to be redone at home or during recess the next day.

Typical homework is listed below:

### **At-Home Projects**

- ❖ Students complete at least three at-home reports for presentations with props during the school year.
- ❖ On evenings when students need to complete work at home, please do not assign reading aloud or the Seeing Stars page.

**Math:** Math homework will normally consist of two items:

- ❖ **Workbook Problems (average 10-15 minutes):** The Singapore Workbook page numbers for homework should be printed on the Homework Sheet.
  - If the student does not understand how to do the problem, it is fine for the parent to help and to explain in a manner different from the teacher.
  - If the parent helped the child with a problem, ask the parent to circle the problem number to let you know that this was a difficult question.
  - Homework should be checked and reviewed the next day in class.
- ❖ **Math Fact Drill Sheet (average 1-3 minutes):** The student should be timed for one minute, and then he should circle the last problem completed within that minute. The student may then be given one more minute to finish the sheet. If he does not finish within that minute, the remainder of the problems may be left blank or finished at the parent's discretion.

**Spelling (average 5 minutes)**

- ❖ A spelling test will normally be given on Fridays. It will consist of 30 words, 6 phonograms, and 2 dictation sentences which use current or past spelling words. Students should write neatly in lower case letters, unless the word is a proper noun. Letters written incorrectly will cause the word to be counted wrong.
- ❖ Students should study 6 words per night and 3 phonograms. They will be given a daily quiz (usually Monday-Wednesday) and should write 3 times the words missed on daily quiz. They should write these words on the back of the quiz each night and bring it back to school the next day.

**Bible Memory Verse (average 2-3 minutes)**

Have students practice only for a couple of minutes each night rather than trying to get it all correct in one night.

**Latin (average 5 minutes)**

Students should study their vocabulary flashcards for 5 minutes every night, Monday – Thursday.

**Reading Aloud (average 10-15 minutes)**

Students should read aloud to a parent who can see the book and help correct errors. They should be prepared for a brief comprehension quiz the next day.

**Studying for Tests (average 5-10 minutes).**

- Students will have tests in Bible, history and science for which they will be given a review sheet to use in studying.
- Students may also be given literature comprehension and vocabulary tests for which the teacher should create review sheets.
- Students will be also given math and grammar assessments, but they do not normally study for these in advance.

**GRADING GUIDELINES:****Overall Grades**

Students receive an overall grade for each subject calculated according to this scale:

Letter Grade	Score
A+	97-100
A	93-96
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D	65-69

F	64 or below
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## Skill Sets

Students also receive a grade for skill sets in most subjects. The skill set grading scale is below:

**E = Excels beyond expectations:** *This grade is not commonly given. When given, it reflects a level of mastery (typically beyond one's years) where a skill or practice is internalized to the extent that it requires little or no effort to exercise.*

**S = Satisfactory:** This range of "Satisfactory" listed below reflects a level of mastery that is acceptable and appropriate for the grade level and should allow a student to progress and succeed.

**S+**     *This grade indicates a high level of mastery and consistency, generally above average.*

**S**       *This grade reflects a satisfactory level of mastery that is average for the grade level.*

**N = Needs Improvement:** *This grade indicates that the student is not yet mastering the skill or practice. Additional work or attention should be given to move toward mastery.*

**U = Unsatisfactory:** *This grade indicates a low level of mastery that needs significant attention. If core skill areas are unsatisfactory, promotion to the next grade may be at risk.*

## How to Calculate a Grade for Tests with Complete-Sentence Answers (Bible, history, science)

- Grade the test first for accuracy of information and determine the numeric grade (e.g., 95)
- Subtract  $\frac{1}{4}$  point from the score for spelling and grammar errors (e.g., 4 errors would make the grade a 94 instead of a 95).

## How to Write a Final Grade on a Student's Paper

6. Write the number correct over the total number of points available and give the percentage. Then take off the grammar/spelling from the total.

Example:

$$48/50 = 96$$

-2 (G/P/S) *This -2 points means there were 8 errors in*

*Grammar/Punctuation/Spelling*

**94 / A**

7. You may also give a Handwriting grade on any work the student turns in. Just write: HW: S+, for example. Record that grade in the Handwriting class.



## ***Third Grade Bible***

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### **PRIMARY TEXTS AND MATERIALS:**

#### **Primary Materials**

Bible (ESV), one per student

Veritas Press *Judges–Kings* Teacher’s Manual and card set

*Children’s Story Bible*, Catherine Vos

*Suffer Little Children, Book One*, Gertrude Hoeksema (Lessons 91-125)

*Suffer Little Children, Book Two*, Gertrude Hoeksema (Lessons 1 – 56)

### **GENERAL BIBLE OBJECTIVES**

1. Recognize the Bible as God’s inerrant word and the only written revelation concerning Himself.
2. Understand that God is sovereign over history and reigns throughout all time and place.
3. Read the actual text rather than only hear or read a retelling of the Bible stories.
4. Understand that all of Scripture testifies to God’s redemptive plan fulfilled in Christ Jesus.
5. Encourage students to understand verses in context and to see the consistency of Scripture by comparing passages with similar language and themes.
6. Let the Scriptures speak for themselves with clarification only as needed.
7. Study the Bible using inductive methodology.
8. Know and be able to articulate the Gospel, God’s plan and order of salvation.
9. Encourage each student to come to the Father, through the Son, and to grow in his knowledge of and love for Him.
10. Commit Scripture to memory and understand its application in our lives.

### **SPECIFIC BIBLE OBJECTIVES**

1. Learn weekly Bible verses, write them with correct spelling and punctuation, and apply them to one’s own experiences.
2. Recite, write and spell correctly all the books of the Bible.
3. Recite and write the timeline of events studied this year from Judges through Kings.
4. Locate on a map the places where the biblical events occurred.
5. Using Scripture as the primary text, and the Veritas Press *Judges through Kings* curriculum as a guide, know the approximate date and location in Scripture (book and chapter) of the major elements of the following stories and events:

<b>Bible Story/Event</b>	<b>Weekly Bible Memory Verses</b>	<b>Other Memory Work</b>
a. Review the major events of the OT in Genesis – Joshua:	Deut. 6:4-5	Review: <ul style="list-style-type: none"><li>• Old and New Testament Books</li></ul>



i. Creation – Adam, Eve, Cain and Abel, Seth ii. Noah and the Flood iii. Abraham, Isaac, Jacob iv. Joseph in Egypt v. Moses and the Exodus vi. Joshua and conquering the Promised Land		
b. The Judges of Israel: Know the cycle of Judges (idolatry, God’s judgment, Israel’s repentance, God raising a judge over Israel).	Deut. 6: 6-7	The 12 Tribes of Israel
c. Othniel and Ehud	Deut. 6: 4-7 followed by 10 Commandments (review from previous years)	
d. Deborah the Prophetess	“	The Apostles Creed
e. Gideon Delivers Israel	“	
f. Jephthah’s Foolish Vow	“	
g. Naomi and Ruth	<b>Matt. 4:4</b> But he answered, “It is written, ‘Man shall not live by bread alone, but by every word that comes from the mouth of God.’”	
h. Samson and Delilah	Psalm 1:1-2	
i. Hannah and Eli	Psalm 1:3-4	
j. Samuel, the Last Judge of Israel	Psalm 1:5-6	Memorize the 15 Judges

k. The Ark is Taken into Captivity	Jeremiah 31: 31	
l. Saul, the First King of Israel	Jeremiah 31:32	Ecclesiastes 3:1-8
m. The Genealogy of David	Jeremiah 31:33	
n. Saul's Sin at Amalek	Jeremiah 31: 34	Mid-year, students begin memorizing Ephesians 3 for the end-of-year chapel.
o. David is Anointed as King	John 10:14	
p. David and Goliath	Isaiah 9: 6-7	
q. Jonathan Protects David	"	The 10 Commandments
r. The Deaths of Saul and Jonathan	"	
s. Davidic Kingdom	"	
t. The Conquest of Jerusalem	Isaiah 53:6-7	
u. The Ark Enthroned in Jerusalem	"	
v. David Writes Many Psalms	Psalms 23:1-2	
w. David and Bathsheba	Psalms 23:3	
x. David and Absalom	Psalms 23:4	
y. Solomon's Reign	Psalms 23:5	
z. Solomon Given Wisdom	Psalms 23:6	
aa. The Writings of Solomon	Proverbs 3:5-7	
bb. The Temple is Built	"	
cc. The Queen of Sheba Visits Solomon	Proverbs 3:11-12	
dd. The End of Solomon's Reign	"	
ee. Israel Divides into Two Kingdoms	Romans 5:8	

ff. Kings of Israel	Ecclesiastes 12:13-14	
gg. Kings of Judah	Romans 8:1	

### **LESSON PLANNING AND TEACHING STRATEGIES:**

1. **Begin with prayer** that God would help all the students to understand and apply the lessons in the passage being studied.
  
2. **Memory Work:** *(Daily at the beginning of each class for 10 minutes)* Sing songs and review chants, rhymes, and question/answer recitations to review previously studied material. This is primarily a means of reviewing facts learned and committing them to memory, not the primary means of instruction.
  - a. **Weekly Bible Memory Verses (ESV):**
    - i. Recite the verses together daily.
    - ii. Have students copy the verses once or twice during the week.
    - iii. Students are tested weekly on these verses by writing them.
  - b. **Other Memory Work:**
    - i. These are usually longer pieces which the class recites together, but they are not tested on them.
  
3. **Inductive Study (Days 1-2 of new lesson):** In 3<sup>rd</sup> grade, students should become more skilled at engaging in discussion of the Bible text through an inductive study, taking notes on the passage together in an organized manner. Below are important sample questions to lead students through the study:
  - a. **Observation**
    - i. Who is involved in the passage? Who is speaking? To whom are the words spoken or written? Who is the audience?
    - ii. What is happening in the passage? Teaching, healing, warning, conversation, argument, battle, etc.?
    - iii. When is the event happening? Before or after what other events? When will/did the things mentioned occur?
    - iv. Where did/will these things happen?
    - v. Why is something being said? Why will/did this happen? Why at this time, to this person/people?
    - vi. How will this happen? How is it illustrated?
    - vii. Look for “key idea” words, such as *sin, grace, covenant, love, atonement*, etc.) How are they used? Explain their significance in the passage. Keep a sheet (colored is best) in the Bible section of the student binder as Vocabulary Pages.
    - viii. Are there lists, such as fruits of the spirit, works of the flesh, etc.?
    - ix. Are there contrasts, such as light/darkness, proud/humble, good/evil?
    - x. Are there comparisons or similarities pointed out?
  - b. **Interpretation**
    - i. What is the main idea, lesson, or principle to be learned from the passage?

- c. ***Application***
  - i. How does this lesson apply to my life, my habits?
  - ii. Do any problems with my attitude or behavior come to mind?
  - iii. What is God trying to teach me as His child?
  - iv. What changes should it make in my life?
- 4. **Days 2-3 of new lesson:**
  - a. Complete together the Veritas review sheet, or teacher-created sheet, as a study aide.
- 5. **Presentations**
  - a. One student each week will give an oral presentation of “What We Learned” (2-3 min.) using his inductive study notes at the beginning of a class.
  - b. Additional presentations are encouraged (posters on persons or events in Scripture, dramatic presentations, etc.)
- 6. **Review and Assessment:**
  - a. ***Informal daily assessment:*** Students respond to questions (in complete sentences), orally or in writing, to explain the concepts learned during the lesson.
  - b. ***Written Tests:***
    - i. Weekly written Bible verse memory test.
    - ii. Written tests on Bible lessons are given once every 2-3 weeks. Typically, a good testing schedule involves a 3-week rotation between Bible, science and history tests, one each week.
    - iii. Tests do not have multiple choice or true/false questions. Instead, students write their knowledge in complete sentences with proper grammar and punctuation.
    - iv. Tests should be reviewed together as a class before sending them home to be signed by parents.
  - c. ***Review sheets:*** Since third grade is just learning to study for and take tests, we give a review sheet a week ahead of the test from which they will study. The review sheet answers should be completed together in class while modeling for them proper sentence structure, punctuation, etc. This may be from the Veritas curriculum or teacher-created.
  - d. ***Alternatives to Written Tests:***
    - i. **Narratives:** An alternative to written tests is having students write narratives (IEW-style) on the passages studied according to an outline or list of questions.
    - ii. **Student Presentations**
- 6. **Bible Notebook:**
  - a. This student notebook may contain Veritas (or teacher-created) review sheets, artwork, or other written projects.
  - b. It also contains the student’s notes of the inductive study on each passage and Bible vocabulary pages.

### **GRADING GUIDELINES**

Grading is based on:

- Tests: 70%
  - Grade the test first for accuracy of information and determine the numeric grade (e.g., 95)
  - Subtract  $\frac{1}{4}$  point for spelling and grammar errors (e.g., 4 errors would make the grade a 94 instead of a 95).
- Memory Verse (presented orally and written): 30%

### **SCHEDULE:**

Three 45-minute periods per week – total 2.25 hours

## ***Third Grade Grammar and Composition***

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### **PRIMARY TEXTS AND MATERIALS**

#### ***Grammar:***

Shurley Grammar 3 Teacher Edition (1997 ed.)  
Shurley Grammar 3 reproducible Student Workbook (1997 ed.)  
Transparencies of Tests, Sentences for Classification  
Audio CD with jingles  
*Daily Paragraph Editing Level 3*, Evan-Moor  
*Basics of Diagramming*

#### ***Handwriting:***

*Zaner Bloser Cursive Level 3 Student Workbook*  
*Zaner Bloser Cursive Level 3 Practice Masters*  
*Zaner Bloser Cursive Alphabet Chart*

#### ***Composition:***

Institute for Excellence in Writing Syllabus covering Units I – IV  
*IEW Story Sequences for Unit III Narratives*  
*Articles and Stories (AS)*  
*All Things Fun and Fascinating (ATFF)*

### **GENERAL GRAMMAR AND COMPOSITION OBJECTIVES**

1. Understand that God has given us the gift of language to help us understand His Word and communicate His truth.
2. Understand the structure of the English language.
3. Learn and apply rules that govern English grammar and sentence mechanics.
4. Understand the basic concepts of oral and written communication.
5. Develop skills for analyzing the structure of both sentences and paragraphs.
6. Imitate stories and poetry to produce a variety of writing samples.
7. Develop speaking and listening skills through analysis and practice.
8. Develop an appreciation for poetry and an understanding of poetic language.

### **SPECIFIC GRAMMAR OBJECTIVES**

(Items marked with an asterisk are not practiced in the Shurley text and must be taught independently.)

1. **Poems:** Memorize, discuss and recite the following poems:
  - a. "Autumn Fires" by Robert Louis Stevenson (September)
  - b. "Leaves," Elsie Brady (Sept.-Oct)
  - c. "October," Joseph Pullman Porter (October)
  - d. "A Prayer in Spring," Robert Frost (Spring)
  - e. "Lines and Squares," A.A. Milne (any time)
  - f. "George Washington," Stephen Vincent Benet (during studies of Washington)

- g. "The Frog," Belloc (during amphibian study)
- h. "O Captain! My Captain!," Whitman (during Civil War study)
- i. "The Eagle," Tennyson (during study of birds)

<b>Jingles</b>	<b>Review</b>	<b>New</b>
	Sentence	Object pronouns
	Noun	23 Helping Verbs
	Verb	8 Parts of Speech
	Adverb	Direct Object
	Adjective	Indirect Object
	Article Adjective	Object pronouns
	49 Prepositions (but not the other preposition jingles)	
	Pronouns	
	Subject pronouns	
	Possessive Pronouns	
	Verb Chant	
	<ul style="list-style-type: none"> <li>a. Identify and correctly form the singular and plural forms of nouns.</li> <li>b. Identify common and proper nouns, and correctly capitalize when writing.</li> <li>c. Distinguish between predicate nouns and direct objects.*</li> <li>d.</li> </ul>	
<b>Nouns</b>	Identify and correctly form the singular and plural forms of nouns.	

	Classify sentences with the following functions of nouns in a sentence: subject, object of preposition, possessive nouns	Classify sentences with the following functions of nouns in a sentence: direct object, indirect object, appositives*.
	Identify common and proper nouns, and correctly capitalize when writing.	
	Form singular and plural possessive nouns.*	
<b>Verbs</b>	Identify action verbs.	Classify/identify helping verbs and linking verbs.
	Distinguish regular from irregular verbs.	
	Conjugate the verb “to be” in the present, past, and future tenses.*	
	Conjugate the regular and irregular verbs found in the Shurley practice sentences in the present, past, and future tenses.*	
	Identify the number and tense of any given verb (in the simple present, past, and future tense).	Identify the “person” of any verb.
	Form contractions correctly.	
<b>Pronouns</b>	Identify and use subject pronouns correctly	Identify and use correctly: object pronouns, the understood subject pronoun.



	Identify and use correctly: possessive pronouns.	Write sentences with correct pronoun/antecedent agreement.*
	a. Correctly identify and use the comparative and superlative forms of adjectives.*	
<b>Adjectives</b>	Know the definition of an adjective and identify adjectives in sentences.	Identify predicate adjectives and distinguish between them and predicate nouns and direct objects.
	Identify proper adjectives and capitalize them in writing.*	
	Correctly identify and use the comparative and superlative forms of adjectives.*	
<b>Adverbs</b>	Know the definition of adverbs and identify adverbs as verb modifiers.	Identify “negative” words as adverbs and learn how to avoid a “double negative.”
	Write sentences with an “adverb exception.”*	
	Practice correcting sentences with adjectives incorrectly used as adverbs.*	
<b>Prepositions</b>	Memorize the 49 prepositions in the preposition jingle.*	Be able to write all the 49 prepositions from memory.
	Write original sentences using all 49 prepositions correctly.	

	Identify prepositions and prepositional phrases in sentences.	
	Write sentences with prepositional phrases with varied placement.*	
	Some prepositions can be used as adverbs. Be able to explain the difference and write sentences using them both ways.*	
<b>Conjunctions</b>	Define and memorize the coordinate conjunctions.*	Diagram sentences with compound components.*
<b>Interjections</b>	Identify and classify interjections.	
<b>Sentence structure</b>	Identify the 4 types of sentences.	
	Identify the 4 types of sentences.	
	Identify simple and compound sentences.*	
	Identify the simple and complete subject, and the simple and complete predicate.	

	Identify compound subjects and predicates.*	
	Identify and correct run-on sentences* and sentence fragments (need more practice than Shurley gives*).	
<b>Capitalization</b>	<b>Master</b> the habit of capitalizing: <ol style="list-style-type: none"> <li>The first word of a sentence The pronoun <i>I</i></li> <li>Names of people</li> <li>Days of the week</li> <li>Months of the year</li> <li>Titles*</li> <li>Initials*</li> <li>Names of cities, states and countries</li> <li>Names of family relationships</li> <li>Titles, initials, names of cities, states and countries, abbreviations, proper adjectives*.</li> </ol>	<ol style="list-style-type: none"> <li>Names of holidays</li> <li>Outline parts*</li> <li>First word of direct quotations*</li> </ol>
<b>Punctuation</b>	<b>Master</b> the habits of using periods for: <ol style="list-style-type: none"> <li>After abbreviations</li> <li>After a numbered list.*</li> </ol>	
	<b>Master</b> the habits of using a comma for: <ol style="list-style-type: none"> <li>Dates</li> <li>between a city and state</li> <li>in a series</li> <li>in compound sentences</li> </ol>	Establish the habit of using a comma for the following; in dates, , ,

	<b>Practice</b> the habits of using a comma for: <ul style="list-style-type: none"> <li>a. Addresses</li> <li>b. Letter parts</li> </ul>	Practice using a comma for: <ul style="list-style-type: none"> <li>a. direct quotations</li> <li>b. direct address</li> <li>c. appositives.</li> </ul>
	<b>Master</b> using the question mark at the end of a question.	
<b>Colon</b>		<ul style="list-style-type: none"> <li>a. Learn to use the colon.</li> <li>b.</li> </ul>
	<b>Practice</b> using apostrophes correctly in contractions and singular possessive nouns.*	
<b>Quotation Marks</b>		<ul style="list-style-type: none"> <li>a. Correctly use and punctuate direct quotations at the beginning and end of sentences.</li> <li>b. Learn to use quotation marks for titles of certain written works.</li> </ul>
<b>Reference</b>		<ul style="list-style-type: none"> <li>a. Understand the parts of dictionary entries.</li> <li>b. Know how to use the table of contents and the index of a book.</li> </ul>
<b>General</b>	Be able to diagram all sentences in the Shurley lessons.*	Learn to write a friendly letter, a thank-you note, and address an envelope.
		Learn to use italics or underlining for book titles.

	Write sentences when given any classification pattern.*	
	Make regular oral presentations of information using complete sentences according to the AFA Oral Presentation Guidelines.	
	Frequently edit paragraphs for punctuation, grammar and spelling errors.	

### **GRAMMAR LESSON PLANNING AND TEACHING STRATEGIES:**

1. **Group Recitation** (daily at the beginning of each class)
  - a. Jingles, definitions, songs, sound-offs: Students recite to help them remember grammar vocabulary and concepts.
  - b. Classify two sentences together every day, even on composition days.
  - c. Poems: Students learn/recite the poem of the week.
  - d. ***Socratic questioning***: Follow recitations with questioning to make sure students understand what they are reciting and to lead them to think further.
2. **Direct Instruction**:
  - a. Follow the lesson plans in Shurley, except you do not teach:
    - i. The Study Skills or Pretest sections at the beginning of the book.
    - ii. The writing sections throughout the book, e.g., we do not teach the “improved sentences” sections, nor the paragraph writing exercises.
3. We do not use the scripted lessons or the Shurley schedule listed for each lesson. In general, we modify as follows:
  - a. Day 1:
    - i. Use an overhead transparency of the “Test” for the current lesson, and give students their own copy on which to write.
    - ii. Classify 2-3 sentences together, consistently followed by ***Socratic questioning*** to ensure student understanding and to help them analyze the reasons for their answers.

- iii. Using *Basics of Diagramming* as a guide, diagram together the sentences just classified.
- iv. **Student Practice:**
  - 1. Have students write two “Pattern Sentences” that fit the patterns in the current lesson. (Encourage students to use new vocabulary words of the week, as well as spelling words.
    - a. The teacher moves about the room and corrects students’ work on pattern sentences.
    - b. Students’ final sentences should be correct in grammar and spelling.
  - 2. Have the students diagram the sentences they have written.
- b. Day 2:
  - i. Classify the next 2-3 sentences and have students write and diagram similar pattern sentences as above.
- c. Day 3:
  - i. Complete teaching the concepts introduced on the Test using the transparency. Engage students with **questioning** and independent **practice**.
- d. Day 4:
  - i. **Assessment.** Use the Shurley Grammar tests, supplemented by questions that require students to write pattern sentences (2) and to diagram sentences (2-3).
- e. Day 5:
  - i. **Guided Practice:** Practice editing paragraphs from *Daily Paragraph Editing*,
  - ii. **Application and higher order analysis:** Select sentences from literature or other sources that do not fit the simple Shurley model and classify them together, labeling as many parts of speech as they have learned. Students need to learn to identify and understand the basic elements of the sentence structure even when there are additional modifying phrases and clauses.

### **SPECIFIC HANDWRITING OBJECTIVES**

- 1. Learn to write in cursive comfortably and consistently with the correct pencil grip and letter formation.
- 2. By the end of the 1<sup>st</sup> semester, all composition, copy work, notes, and spelling work should be in cursive.
  - a. September-October: Students will practice cursive using *Learning to Write Cursive*. Lessons should be modeled by the teacher and students should be on the same page, not getting ahead of the class.
  - b. Beginning in October, students will gradually start using cursive on their spelling tests.
    - i. For 3 weeks: Have them write the first 5 words in cursive and write the word in manuscript next to them.

- ii. Next 3 weeks: Write the first 5 words in cursive only. Let them know ahead of time which words they will be so they can practice that week at home.
- iii. Next 3 weeks: Write the first 10 in cursive, etc.
- iv. Next 3 weeks: Write the first 15 in cursive, etc., until they are writing all in cursive.

### **SPECIFIC COMPOSITION OBJECTIVES**

1. Follow the IEW Syllabus covering Units I – IV using *Articles and Stories (AS)*, *All Things Fun and Fascinating (ATFF)* and *IEW Story Sequences for Unit III Narratives* as sources for stories and paragraphs. The 2<sup>nd</sup> graders also use *Articles and Stories*. The following paragraphs from *AS* are reserved for 3<sup>rd</sup> grade use.
  - a. Hockey
  - b. Lodgepole Pine
  - c. Australia
  - d. Harmful Foods
  - e. Eggplant
  - f. Jigsaw Puzzles
  - g. Carnivorous Fungus
  - h. Horses
  - i. Buffalo Hunt
  - j. Eagle Eyes
  - k. Beluga Whales
  - l. Narwhals
  - m. Vulture Bees
  - n. Booklice
  - o. Dance Flies
  - p. Petroleum Flies
  - q. Any of the fables
2. Write key word outlines independently.
3. Write summaries independently from factual articles in one's own words using only a key word outline.
4. Write summaries independently from a narrative in one's own words using only a key word outline.
5. Expand vocabulary by using the dictionary and thesaurus, and by using the IEW Wall Charts, such as the "Banned Word List" and Adverb Wall Chart
6. Use the following stylistic techniques to improve creative expression:
  - a. **"Dress Ups"**
    - i. Strong verbs
    - ii. Quality adjectives
    - iii. Adverbs
    - iv. Alliteration
    - v. "Who/which" clauses
    - vi. "Because" clause
    - vii. "When, while, where, as, since, if, although" clauses
  - b. **"Sentence Openers"**
    - i. Simple subject

- ii. Prepositional
    - iii. –“ly” adverb
    - iv. Participle (“ing”)
    - v. Clausal
  - c. **“Decorations”**
    - i. Question
    - ii. Conversation/dialogue
    - iii. Simile/metaphor
    - iv. Alliteration
  - d. **“Sentence Styles”**
    - i. Repeating “-ly” adverbs (Angrily and violently he swung . . . )
    - ii. Repeating verbs ((The mouse gnawed, jerked and yanked . . . )
7. Write a report for the Living History Museum presentation:
- a. Research biographical information on an historical figure from one to two sources and record information on notecards.
  - b. Prepare an outline of the paper.
  - c. Write a short research paper (1 ½- 2 pages).
  - d. Prepare notecards to use in a presentation where the student pretends to be the historical figure telling about his life and accomplishments. (*See the Living History Guidelines for more details.*)

### **COMPOSITION LESSON PLANNING AND TEACHING STRATEGIES:**

1. ***Imitation:***
  - a. Students copy selections of fine writing, poetry they are memorizing, and Scripture verses.
  - b. Students generally begin an IEW writing exercise by copying the original paragraph accurately and neatly.
2. ***Modeling:***
  - a. Following the IEW curriculum, key word outlining is modeled by the teacher and written together with class participation until the students are well-prepared to write them independently.
  - b. With the same emphasis on modeling beforehand, the students then learn to re-write paragraphs from the outline independently and to add stylistic techniques.
  - c. Before beginning a rough draft, the outlines must be checked and corrected by the teacher.
3. ***Student discussion and presentation:***
  - a. Students share their outlines and paragraphs with each other in pairs and in front of the class.
  - b. Students verbally retell the key facts of articles and stories using their outlines in pairs and in front of the class.
  - c. In pairs, students read each other’s rough drafts and give editing advice (verbally).
4. ***Guided practice to mastery***
  - a. Each step of the writing process, and each stylistic technique, should be modeled and practiced until students are very comfortable with them.



- b. Students always write at least one rough draft which is edited with the help of the teacher before the final draft is begun.

**Note:** All writing should be completed in class. A slower student may take home his final draft to complete.

### **GRADING GUIDELINES**

- Grammar and Composition are graded as separate classes though they share a class period.
- In composition, the outline, rough draft and final copies of compositions are graded.
- Handwriting is also graded as separate class on the report card.

### **SCHEDULE:**

- Grammar/Composition: 5 days per week, 45-minute period. Total: 3.75 hours per week.
- Scheduling suggestion: Alternate teaching 4-5 days of grammar with 4-5 days of composition.
- Plan to have the Living History Museum on the same day as Colonial Day early in May.

## ***Third Grade History and Geography***

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### **GENERAL HISTORY AND GEOGRAPHY OBJECTIVES**

1. Understand that all of history has proceeded according to God's sovereign plan, and is framed by His three great actions: the creation of the heavens and the earth, the first coming of Christ, and the consummation of all things at Christ's second coming.
2. Whenever possible, analyze and discuss historical events as they reveal God's redemptive plan to bring more people to Christ, sanctify His church and protect the purity and right understanding of His word.
3. Understand events which show the sin of man and the effects of his depravity apart from God.
4. Recall a timeline of historical events from 4000 BC to 1991 AD, integrated with Biblically significant events and highlighted by God's redemptive actions on behalf of His people.
5. Students should not merely know facts about the period being studied, but also be able to understand the narratives in terms of causes and effects and be able to make meaningful comparisons with other historical events and people.
6. Students will create a history portfolio of significant events studied with written synopses and creative illustrations.
7. Students will be able to identify on a map the continents, oceans, and the major countries, geographical features and cities of the world, particularly those studied during the year.
8. Students will grow in their ability to present information eloquently, confidently and enthusiastically.
9. Students will learn the study skills they need in order to recall information for a test and express their knowledge in well-written, complete sentences with correct spelling and punctuation.

### **SPECIFIC HISTORY OBJECTIVES**

1. Recite the *Grammar of History Timeline* from beginning to end and be able to explain the significance and basic summary of the events from 4000 BC through the end (1991).
2. Recite or sing the following history-related pieces:
  - a. "Remember, Remember the Fifth of November"
  - b. "Midnight Ride of Paul Revere, Longfellow
  - c. "The Village Blacksmith," Longfellow
  - d. States and Capitals Song
  - e. Preamble to the Constitution
  - f. The Pledge of Allegiance
  - g. The Presidents Song
  - h. The Star-Spangled Banner (all verses)
  - i. The Gettysburg Address

3. Describe the basic lifestyles of people during this period of history, including dress, technology, vocations, religious practices, education, housing, and entertainment.
4. Recall the following significant people and events from the following chapters of *Story of the World, Vols. 3-4* and supplemented by the Veritas Press *Explorers to 1815* curriculum:

#### **Chapter 1: A World of Empires (1 week)**

- a. Prince Henry the Navigator
- b. Philip II
- c. Ferdinand
- d. Charles V
- e. Columbus Sails to the New World
- f. Magellan Circumnavigates the Earth
- g. Spanish Explorers: Cortes, de Soto, de Leon, and Coronado
- h. Explorers of the Northeast: Cartier, Champlain, and Cabot

#### **Chapter 2: Protestant Rebellions (1 week)**

- a. William the Silent
- b. The Dutch Revolt
- c. Mary of Guise
- d. Mary, Queen of Scots
- e. Elizabeth I

#### **Chapter 3: James, King of Two Countries (2 weeks)**

- a. Divine Right of Kings
- b. Conflict with the Puritans
- c. Fawkes/Catesby plan
- d. King James Bible
- e. Founding of Jamestown
- f. Powhatan, John Smith, John Rolfe, Pocahontas
- g. Learn the poem, "Remember, Remember, the Fifth of November"

#### **Chapter 6: New Colonies in the New World (3 weeks)**

- a. Puritans, Separatists and Strangers – the Pilgrims
- b. William Bradford
- c. The voyage of the Mayflower
- d. Mayflower Compact
- e. Founding of Plymouth Plantation
- f. Squanto and the first Thanksgiving
- g. Founding of the Massachusetts Bay Colony
- h. Roger Williams
- i. Dutch colonies
- j. Peter Stuyvesant

**(Reserve the “Gadsby’s Tavern in a Trunk” for the 2 weeks after Chapter 15 on Life in Colonial America:**

<http://alexandriava.gov/historic/gadsbys/default.aspx?id=28732>)

**Chapter 7: The Spread of Slavery (½ week)**

- a. The tobacco trade
- b. How slavery began in America
- c. (Skip “Queen Nzinga”)

**Chapter 9: The Thirty Years’ War, 1618-1648 (1 week)**

- a. Causes of the conflict
- b. Cardinal Richelieu
- c. Peace of Westphalia

**Chapter 12: Battle, Fire and Plague in England (2 weeks)**

- a. Charles’ conflicts with Parliament and the Puritans
- b. Civil war between the Roundheads and the Cavaliers
- c. Oliver Cromwell
- d. Charles’ execution
- e. Cromwell’s protectorate
- f. Return of Charles II
- g. The Black Death
- h. The London Fire

**Chapter 13: The Sun King (1 week)**

- a. Louis XIV
- b. Characteristics of the king and his reign

**Chapter 15: A New World in Conflict (1 week)**

- a. King Philip’s War
- b. (skip “Louis XIV Saves New France”)
- c. William Penn
- d. The Quakers
- e. Founding of Pennsylvania,
- f. William III, Mary, and the Glorious Revolution

**Colonial America Unit (2 weeks)**

- a. The 13 colonies (recite and label on a map)
- b. Homes and villages
- c. Daily life in colonial America
- d. Trades
- e. Salem Witch Trials
- f. Students complete posters and make presentations on different colonial trades.
- g. Explore the “Gadsby’s Tavern in a Trunk.”

**Chapter 17: Russia Looks West (1 week)**

- a. Peter the Great
- b. Westward conquests
- c. Conflicts with the Turks and Sweden
- d. St. Petersburg

**The Great Awakening -- see Veritas curriculum (1 week)**

- a. George Whitfield
- b. Jonathan Edwards

**Chapter 21: Fighting Over North America (1 week)**

- a. The War of the Grand Alliance (King William's War)
- b. The War of Spanish Succession (Queen Anne's War)
- c. The War of Austrian Succession (The War of Jenkins' Ear)
- d. The Seven-Year War (The French and Indian War)
  - a. Key men and events of the French and Indian War
  - b. Key events before and after the French and Indian War
  - c. The Proclamation of 1763

**Chapter 22: Revolution! (4 weeks)**

- a. Memorize and recite "The Midnight Ride of Paul Revere"
- b. The Act of Union
- c. Sugar Act
- d. Stamp Act
- e. Quartering British troops
- f. Patrick Henry (taxation without representation)
- g. George III
- h. Boston Massacre
- i. Boston Tea Party
- j. Paul Revere and the Minutemen
- k. Battle at Lexington
- l. First and Second Continental Congress
- m. George Washington
- n. Bunker Hill
- o. Thomas Paine (Common Sense)
- p. Thomas Jefferson
- q. Declaration of Independence
- r. Crossing the Delaware
- s. Saratoga
- t. Valley Forge
- u. Benedict Arnold
- v. The role of France
- w. Cornwallis, surrender at Yorktown
- x. The Articles of Confederation
- y. Shay's Rebellion

**Chapter 23: The New Country (2 weeks)**

- a. Issues at the Constitutional Convention
- b. Alexander Hamilton
- c. James Madison
- d. Ben Franklin
- e. Branches of government
- f. Bill of Rights
- g. George Washington becomes president
- h. How a bill becomes a law
- i. Memorize and recite: The Preamble to the Constitution

### **Chapter 27: A Changing World (1 week)**

- a. James Watt – the steam engine
- b. Rise of coal mining in Britain
- c. Eli Whitney
  - i. Cotton gin
  - ii. Guns with interchangeable parts (“standardization”)

### **Chapter 25: Revolution Gone Sour (1 week)**

- a. Causes of the French Revolution
- b. Louis XIV, XV, XVI and Marie Antoinette
- c. Conflict among the three Estates
- d. The National Assembly
- e. The Tennis Court Oath
- f. Storming of the Bastille
- g. The Reign of Terror
- h. Maximilien de Robespierre
- i. National Convention, death of Robespierre

### **Chapter 29: The Rise of Bonaparte (1 week)**

- a. Council of the Ancients and the Council of Five Hundred
- b. The Directory
- c. General Bonaparte’s victory over Austria
- d. Bonaparte’s invasion of Egypt
- e. Napoleon’s powers as Emperor
- f. Napoleonic Code
- g. The Louisiana Purchase
- h. The Battle of Trafalgar and Horatio Nelson

### **Chapter 32: The Opened West (1 week)**

- a. US states and territories
- b. Thomas Jefferson and the Louisiana Purchase
- c. Meriwether Lewis and William Clark
- d. Sacagawea
- e. Continental Divide
- f. Track the path of Lewis and Clark’s exploration
- g. Tecumseh’s resistance to settlers

**Chapter 33: The Wars of Napoleon and the War of 1812 (1 week)**

- a. Britain, Austria and Prussia vs Napoleon
- b. Alexander I and the invasion of Russia
- c. The War of 1812, Andrew Jackson
- a. Causes
- b. Burning of Washington, D.C.
- c. Outcome
- d. Napoleon's exile to Elba and return to France
- e. Napoleon's defeat at Waterloo
- f. Learn all verses of the "Star Spangled Banner"
- g. Listen to the "1812 Overture," Tchaikovsky

**Chapter 36: The Slave Trade Ends (1/2 week)**

- a. The work of the abolitionists
- b. William Wilberforce
- c. The Emancipation Act

**Chapter 38: American Tragedies (1/2 week)**

- a. The Trail of Tears
- b. Nat Turner's Revolt

**Chapter 40: Mexico and Her Neighbor (1 week)**

- a. Cause of the Mexican-American War
- b. Santa Anna
- c. Sam Houston and the Battle at the Alamo
- d. Involvement of Robert E. Lee
- e. Conclusion of the war and the peace terms

**Chapter 42: The World of Forty-Nine (1 week)**

- a. Discovery of gold at Sutter's Mill
- b. Life in a mining camp
- c. Statehood for California
- d. (skip "A World of Unrest")

***Story of the World* Volume IV: Chapter 5 (2 weeks)**

- a. Inauguration of Lincoln (Veritas)
- b. The U.S. in 1861 (Veritas)
- c. South against North (Story of the World)
- d. Causes of the Civil War
- e. Ulysses S. Grant
- f. Robert E. Lee
- g. The Emancipation Proclamation
- h. Gettysburg
- i. Assassination of Lincoln
- j. Reconstruction

- k. Memorize Lincoln's Gettysburg Address
- l. Read aloud D'Aulaire's *Abraham Lincoln*

### **SPECIFIC GEOGRAPHY OBJECTIVES**

1. Read and utilize a map key/legend.
2. Identify and use parallels, meridians, and cardinal directions on a map.
3. Name and label on a map the following places:
  - a. Continents (North America, South America, Europe, Asia, Australia, Africa, and Antarctica)
  - b. Oceans (Indian, Arctic, Atlantic, and Pacific)
  - c. Fifty states of the USA (be able to locate, and recite the states and capitals)

### **LESSON PLANNING AND TEACHING STRATEGIES:**

1. **Memory Work:** (*Daily at the beginning of each class for 10 minutes*) Sing songs and review chants, rhymes, and question/answer recitations. This is primarily a means of reviewing facts learned and committing them to memory, not the primary means of instruction.
  - a. Recite part of the *Grammar of History Timeline*.
  - b. Recite history poem when applicable.
  - c. Question/answer review of recent events studied to lay the foundation for the current lesson of the day.
2. **Student Engagement:** Lessons should not consist of merely reading a *Story of the World* chapter aloud to the students. Students need to be engaged with:
  - a. Vibrant, dramatic telling of the historical narrative (remembering that the best teachers are the best actors).
  - b. Visual aids (drawing maps and pictures on the board, using library book or internet pictures, etc.)
  - c. Giving students the opportunity to act out a scenario.
  - d. A variety of activities: games, crafts, videos, in-class projects
  - e. Discussion and questioning that:
    - i. Encourages students to make comparisons and contrasts with other events and people.
    - ii. Helps students relate historical/cultural knowledge to their own lives and culture and encourages them to illustrate the events from their own experience.
    - iii. Requires the student to give a reason for his statements and answers.
3. **Typical Schedule:**
  - a. *2 days:* Teach chapter lessons and work on comprehension worksheet together as a class. Integrate stylistic "dress-ups" learned in composition class.
  - b. *2 days:* Do special projects and work on portfolio page(s) for the current lesson.
4. **Portfolio Work:**



- a. This is the student's homemade history textbook. It should have a paragraph summary of key events from selected chapters, along with the student's own drawings, information, "history pocket" pictures and facts, etc.
  - b. During the 2<sup>nd</sup> semester, guide the students in writing their own paragraphs to put in the portfolio through modeling and key word outlines of information to include. Students should write a rough draft which is edited and corrected in class before writing the final for the portfolio.
5. **Review and Assessment:**
- a. *Informal daily assessment:* Students respond to questions (in complete sentences), orally or in writing, to explain the concepts learned during the lesson.
  - b. *Written Tests:*
    - i. Written tests are given once every 2-3 weeks. Typically, a good testing schedule involves a 3-week rotation between Bible, science and history tests, one each week.
    - ii. Tests do not have multiple choice or true/false questions. Instead, students write their knowledge in complete sentences with proper grammar and punctuation, often
    - iii. Third grade history tests generally have 3 sections:
      - Content section: 4-8 complete sentence answers, short answers, fill-in the blank
      - Geography section: label countries, states, capitals, geographic features, etc.
      - Timeline section: 3-5 timeline events. Give either the date or the event, and the student fills in the missing information.
  - c. *Review sheets:* Since third grade is just learning to study for and take tests, we give a review sheet a week ahead of the test from which they will study. The review sheet answers should be completed together in class while modeling for them proper sentence structure, punctuation, etc.
  - d. Tests should be graded and returned to students within 3 days, and the answers should be reviewed together before sending the test home to be signed by parents.
6. **Presentation Projects:**
- a. Poster project and presentation on colonial trades
  - b. Living History Museum paper and presentation (early May)

### **TEXTS AND MATERIALS:**

#### **Primary Materials**

*Story of the World, Vol. III, Early Modern Times*  
*Story of the World, Vol, III, Early Modern Times Activity Book*  
*Story of the World, Vol IV*  
*A History of US, Vol. I-III, Hakim*  
*Grammar of History Timeline*  
 History Pockets  
 Outline map book

Various history/geography books as teacher resources

### **HISTORY FIELD TRIPS AND SPECIAL EVENTS:**

1. Sully Plantation
2. Mt. Vernon Tour (Check the Mt. Vernon calendar for “Mt. Vernon Day,” usually in March)
3. Colonial Day and Living History Museum (May)

### **GRADING GUIDELINES**

#### **Grading is based on:**

- Written tests/oral presentations: 90%
  - Grade the test first for accuracy of information and determine the numeric grade (e.g., 95)
  - Subtract  $\frac{1}{4}$  point for spelling and grammar errors (e.g., 4 errors would make the grade a 94 instead of a 95).
- Portfolio: 10%
  - Neatness
  - Following directions
  - Well-written paragraphs

### **SCHEDULE:**

Four 45-minute periods per week – total 3 hours

## ***Third Grade Literature***

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### **PRIMARY TEXTS AND MATERIALS:**

#### **Primary Materials**

##### **Comprehension:**

McCall Crabbs: Standard Test Lessons in Reading, Book C

##### **Literature to Read in Class and for Homework:**

*A Lion to Guard Us* and study guide (4 weeks)

*Homer Price* and study guide (4-5 weeks)

*The Magician's Nephew* and study guide (5-6 weeks)

*Sign of the Beaver* and study guide (5-6 weeks)

*The Lion, the Witch, and the Wardrobe* and study guide (5-6 weeks)

*Pinocchio*, Collodi (6-7 weeks)

##### **Teacher Read-Aloud Books**

*The Magician's Nephew*, Lewis (read aloud after the class reads *The Lion, the Witch, and the Wardrobe*)

*Squanto, Friend of the Pilgrims*

*Pocohantas and the Strangers*, Bulla

*Johnny Tremain*, Forbes

*Peter Pan*

*Caddie Woodlawn*

*Charlie and the Chocolate Factory*

*Farmer Boy/Little House on the Prairie*

*By the Great Horn Spoon*, Fleischman

### **GENERAL OBJECTIVES**

1. Understand that God has created language and written communication so that we might use it to reflect on Him, His principles and all that He has created.
2. Develop Christ-like character and a biblical worldview through reflection upon the characters and themes of the literature we read.
3. Continue to improve reading fluency and expression.
4. Develop thoughtful comprehension through the discussion of truth, goodness, virtue and beauty in literature.
5. Develop better listening comprehension.
6. Increase knowledge of new vocabulary and be able to use new words correctly in writing.
7. Increase students' enjoyment of reading with engaging literature selections.
8. Develop students' ability to discuss ideas and make comparisons/contrasts with other situations and characters.

### **SPECIFIC LITERATURE OBJECTIVES**

**Fluency**

1. Use clues within the structure of the written language to enable fluent, meaningful, and expressive oral reading. These clues include: punctuation, dialogue conventions, phonetic rules, parts of speech, connection of ideas, themes through a passage, presence of important transition and signal words (indicating time, sequence, cause/effect, and comparison).
2. Read with excellent volume and appropriate, engaging expression.

**Vocabulary Development**

1. Use context clues to infer the meaning of unfamiliar words and their significance to the passage.
2. Learn new vocabulary words encountered in their reading.
3. Students keep a vocabulary log (created together as a class).
4. Hold spelling and vocabulary bees to help students retain the vocabulary words.
5. Be familiar with and identify examples of the following terms:

*plot*  
*character*  
*theme*  
*conflict*  
*climax*  
*solution/resolution*  
*setting*  
*hero*  
*non-fiction*  
*fiction*  
*novel*  
*dialogue*  
*context*  
*myth*  
*fable*  
*stanza*

## **Comprehension**

1. Identify the types of writing/four main purposes of an author (narration, description, exposition (reporting), or persuasion) as they occur in literature texts.
  2. Identify key words in a sentence, paragraph, or short text (in order to narrate it well).
  3. Retell, narrate, and summarize a passage or story (orally and in written expression).
  4. Identify, compare and contrast characters according to their characteristics, positions, relationships to each other, roles in the books, etc.
  5. Identify and discuss the motivating principles of characters and distinguish between principles that are consistent with God's word and those that are not.
  6. Recall and sequence the main events of a story.
  7. Identify examples of cause and effect in the text (starting with main events).
  8. Identify main story elements: character, setting, plot (problem/solution).
  9. Use "Structure Words" to better visualize the events, places and characters in stories.
- These

## **LESSON PLANNING AND TEACHING STRATEGIES:**

### **Fluency Practice**

1. Students participate daily in reading groups where they read orally, listen and follow along with other students. Students are encouraged to read loudly with strong voices and appropriate expression.
2. Individual oral reading daily to the parent (at home).

### **Reading Comprehension**

1. Discussion about the book, in large or small groups.
2. Students answer oral and written questions.
3. Using the "literature circle" method, assign students jobs for their homework reading (see Literature Circles Guide).
4. Stimulate students to visualize the story in their heads with explicit "pictures" using the following "Structure Words" to help frame questions:
  - a. **What** "What is the main thing (or person) you *see* that you just read about?"
  - b. **Size** "How big is the \_\_\_\_\_?"
  - c. **Color** "What color do you *see* for the \_\_\_\_\_?"
  - d. **Number** "How many \_\_\_\_\_ do you *see*?"
  - e. **Shape** "Describe the shape you *see* for the \_\_\_\_\_."
  - f. **Where** "Where do you *see* \_\_\_\_\_ walking, playing, etc.?"
  - g. **Movement** "What do you *see* \_\_\_\_\_ doing?"
  - h. **Mood** "How does \_\_\_\_\_ *look* like he feels?" (angry, sad, happy, etc.)
  - i. **Background** "What else do you *see* besides the (for example) pirate ship and the pirate? (cloudy sky, waves, dolphins leaping up, etc.)
  - j. **When** "When do you see this happening?" Early morning, night, a long time ago, etc.
  - k. **Sound** "What sounds do you hear?"
5. For each book, have students make formal presentations about their reading, e.g., "Book in a Bag" report, posters about characters, etc. (see Oral Presentation Guidelines).
6. Integrate with art, Bible, grammar, history and science through discussion, writing and presentation projects.

7. Alternate once a week using the McCall Tests for both reading and listening comprehension practice:
  - a. **For Reading Comprehension**
    - i. Students fold their paper in half so they cannot see the questions. They may not look back at the paragraph while answering the questions.
    - ii. During the first 4 weeks, and then once every 4-5 times subsequently, pre-read the paragraph together, stopping after each sentence and asking “picturing” questions like those above. Then let them answer the questions without looking at the paragraph. After the first 4 weeks, students will read the paragraph and answer questions on their own.
  - b. **For Listening Comprehension**
    - i. Read the McCall paragraph aloud slowly with great expression, reminding them beforehand of the “structure words” to stimulate visual imagery.
    - ii. Give the students only the answer portion of the sheet and have them answer questions.
8. Homework Reading
  - a. Assign 10-15 minutes of read-aloud homework from the current reading book (a certain # of pages or a chapter).
  - b. Students are required to read aloud to parents, not silently to themselves.
  - c. The book must be sent home in a plastic zip-lock bag and returned in the bag.
9. Give regular reading comprehension quizzes on homework reading selections.
10. Daily read aloud to students from the books listed below.

### **GRADING GUIDELINES**

3. **Fluency (50%):** Use the Oral Reading Assessment to determine a weekly grade for oral reading.
4. **Comprehension (50%):**
  - a. McCall Crabb tests
  - b. Comprehension/vocabulary quizzes on reading books.
  - c. On the Oral Reading Assessment, record indications of students’ ability to comprehend during in-class reading.
  - d. Presentations

### **SCHEDULE:**

Five reading classes, 30 minutes per day, 5 days per week – total 2.5 hours  
Teacher read-aloud, 20 minutes, 3-4 days per week

## ***Third Grade Math***

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### ***Math Fact Minimum Benchmarks (1<sup>st</sup>-6<sup>th</sup>)***

<b>Grade</b>	<b>Number of Problems</b>	<b>Addition (0-10)</b>	<b>Subtraction (0-20)</b>	<b>Multiplication (0-12)</b>	<b>Division (0-12)</b>
1 <sup>st</sup>	50	3 min.	4 min. (0-10)		
2 <sup>nd</sup>	50	2.5 min.	3 min.		
3 <sup>rd</sup>	50	2 min.	2.5 min.	2.5 min. (0-10)	3 min. (0-10)
4 <sup>th</sup>	50	2 min.	2 min.	2 min.	2 min.
5 <sup>th</sup>	50	1.5 min.	1.5 min.	1.5 min.	1.5 min.
6 <sup>th</sup>	50	1.5 min.	1.5 min.	1.5 min.	1.5 min.

### **TEXTS AND MATERIALS:**

#### **Primary Texts: Singapore Standards Edition:**

Teacher's Guide 3A and 3B

Workbooks 3A and 3B, one per student (use for class work and homework)

Textbooks 3A and 3B, one per student (stays at school)

Test Booklets and Answer Keys

*Singapore Sprints 3*

*Singapore Intensive Practice Workbook*

*Singapore Challenging Word Problems 3*

*Mastering Math Facts*

*Math Resources*, Davidson

*Pattern Sheets*, Davidson

*Sprints 3*, Davidson

*Calculadders*

Singapore Topical Worksheets, 3A and 3B (in Sync/Math Resources)

#### **Essential Manipulatives and Visuals:**

- Counting disks
- Polyhedral dice
- Hundred boards
- Base ten sets
- Place value disks
- Geometric solids
- Clock
- Meter and yard stick



- Rulers
- Measuring tape
- Balance
- Scale (in grams and ounces)
- Spinner
- Playing cards
- Individual student white boards or wipe-off mats
- Addition, subtraction, multiplication, division fact cards
- Ten-frame cards
- Whole-part cards (showing number bonds to 10)
- Popsicle sticks and rubber bands
- Linking cubes
- Coins (Each parent is asked to supply a bag containing: 8 quarters, 10 dimes, 10 nickels, 10 pennies)
- Timer or stopwatch

### **Supplementary Texts (teacher only):**

Singapore U.S. Edition:

Teacher's Guide 2A and 2B

Workbooks 2A and 2B

Textbooks 2A and 2B

Math in Focus Teacher's Editions A & B, Grade 2

Math In Focus, Grade 2, Student Workbook

### **GENERAL OBJECTIVES**

- Understand that God gives us the gift of numbers and the system of math to help us understand His ordered creation.
- Understand the application of math to real life situations.
- Master math facts (grade level appropriate) mentally and on paper with speed and accuracy.
- Become proficient at solving problems in a variety of ways.
- Be able to explain one's mathematical reasoning to others in a coherent, well-articulated manner.
- Continue to develop strong number sense:
  - Count from any number to any number (within grade-level appropriate numbers)
  - Split a number into any number of parts
  - Compare any two numbers by subtraction and division.
  - Represent the relationships between a whole and its parts with pictures, and abstractly with numbers and number sentences.
- Determine the reasonableness of an answer.
- Continue to develop the ability to see patterns in numbers.

### **SPECIFIC OBJECTIVES**

(from the Singapore Standards Scope and Sequence)

***Whole Numbers***

- Use place-value models to represent numbers to 10,000.
- Read, write in words, standard, and expanded notation, identify place values of digits, and compare and order numbers within 10,000.
- Count on and back in steps of 1, 10, 100, and 1000 and complete or extend regular number patterns within 10,000.
- Rounds numbers within 100,000 to the nearest 10 or 100.
- Round numbers within 10,000 to the nearest 10, 100, or 1000.

***Addition and Subtraction of Whole Numbers***

- Add/Subtract numbers within 10,000.
- Use estimation to verify the reasonableness of calculated results in addition and subtraction, check subtraction problems using addition.

***Multiplication and Division of Whole Numbers***

- Relate division to multiplication
- Recognize and extend regular linear patterns.
- Understand quotient and remainder
- Understand the properties of 0 and 1 in multiplication and division
- Multiply and divide by 6, 7, 8, 9
- Learn multiplication and division facts for 6, 7, 8, 9
- Multiply within 1000 by a one-digit number
- Divide numbers within 1000 by a 1-digit number, including situations where there is a remainder.
- Use estimation to verify the reasonableness of calculated results in multiplication and division problems.
- Check division problems using multiplication.

***Mental Math Strategies***

- Use the commutative, associative and distributive properties to perform mental calculations and check results.
- Add/subtract numbers within 100
- Add/Subtract 1's, 10's, or 100's to numbers within 1000.
- Add/Subtract a number close to 100 (e.g. 98).
- Add and subtract money in compound units (dollars and cents) when the cents are multiples of 5 or close to \$1.00.
- Add/subtract measurements in compound units.
- Multiply and divide tens, hundreds, and thousands by a 1-digit number.

***Fractions***

- Compare and order fractions with the same denominator or with the same numerator.
- Find equivalent fractions and the simplest form of a fraction.
- Compare and order fractions with different denominators.
- Recognize and name the fraction of a set.
- Find the value given the fraction of a set, using objects or drawings.

- Find the fraction of a set where the answer is a whole number.
- Find coin amounts as a fraction of a dollar.
- Add/subtract like fractions.

### ***Money***

- Use decimal notation to add and subtract money within \$100.00.
- Multiply and divide money amounts in decimal notation.

### ***Time***

- Relate time to events.
- Tell time to the minute (analog clock).
- Find the duration of time intervals.
- Find starting or ending times, given a time and the interval.
- Know relationships of time (years, months, days, weeks, hours, and seconds).
- Convert between units of time.

### ***Length, Weight, Mass, Capacity***

- Measure and estimate length of objects in meters and centimeters, yards, feet, and inches.
- Understand and estimate length in kilometers and miles.
- Measure and estimate weight in kilograms, grams, pounds, and ounces.
- Measure and estimate capacity in liters, cups, pints, quarts, half-gallon, and gallon.
- Measure and estimate capacity in milliliters.
- Convert units within a metric system using multiplication.
- Add/subtract measurements in compound units.

### ***Perimeter, Area and Volume***

- Find the perimeter of polygons.
- Find the area of shapes by covering them with unit squares or by counting squares.
- Understand and use units of area, such as square centimeter and square inch.
- Count unit cubes in 2-dimensional representations of 3-dimensional solids.
- Find the volume of solid figures by counting cubic units.

### ***Geometry***

- Describe and classify common 3-dimensional shapes according to number and shape of faces, edges, and vertices.
- Identify common 3-dimensional shapes within compound shapes.
- Identify intersecting and parallel lines.
- Identify and describe polygons.
- Identify attributes of triangles and quadrilaterals.
- Identify right angles and compare angles to right angles.

### ***Word Problems***

- Solve 2-step word problems which involve the four operations on whole numbers using the bar model strategy.

### ***Data Analysis and Probability***

- Collect, organize, and analyze data using tables, bar graphs, tally charts and line plots.
- Ask and solve questions related to data representation, including finding the range and mode.
- Identify whether common events are certain, likely, unlikely, or impossible.
- Record the possible outcomes for a simple event and systematically keep track of the outcome when it is repeated many times.
- Summarize and display results of simple probability experiments, use the results to predict future events.

### ***Algebra***

- Solve problems involving numeric equations or inequalities.
- Select appropriate operational symbol to make an expression true.
- Use boxes and other symbols to stand for unknown numbers in expressions and equations.
- Represent unknown quantities with bar diagrams and solve word problems involving whole numbers using bar diagrams.

## **LESSON PLANNING AND TEACHING STRATEGIES:**

### ***A. Math Fact Practice (daily)***

- Class practice using whole-part cards
- Individual practice using student white boards
- Timed fact practice sheets (Calculadders)
- At the beginning of the year, begin with addition

### ***B. Sprints (2-3 times per week)***

- Sprint worksheets are used to develop number sense and to help students internalize concepts by focusing their attention on:
  - Patterns and relationships between numbers
  - Problem solving by relating the simpler problem to the more complex
- Sprints are used to practice concepts already taught and practiced beforehand in untimed exercises.
- Sprints are timed for one minute.
- Well-practiced Sprints may be used for short quizzes and for review worksheets.
- For directions on administering Sprints, see the AFA Math Teacher's Guide.

### ***C. Fluency Practice (daily)***

- Counting by 1s and skip counting orally, and in writing, backwards and forwards.

### ***D. Problem Solving (daily)***

- All lessons should include a time of solving and/or writing word problems together (2-3 problems).

### ***E. Main Lesson (daily)***

- Teach new concept or practice/re-teach previously taught concepts
- Practicing concepts in groups or individually

- Class work from Singapore Workbook, topical worksheets, or teacher-created sheets.

***F. Math Journal***

- Students will keep a math journal with sample problems from each day's lesson as well as math vocabulary they must learn.

***G. Homework (Monday – Thursday)***

- Two items should be sent home for homework each day:
  - Singapore Workbook, topical worksheets, or teacher-created sheets.
  - Math fact practice sheet
- Homework is graded for completion only.
- Homework should be used to practice concepts already learned in class. Parents should not be in the position of having to teach new concepts at home.

***H. Assessments***

- Eighty percent of the class should achieve mastery before moving on to the next concept.
- The teacher should assess students' understanding frequently by means of
  - Practice on wipe-off boards
  - Short teacher-created quizzes
  - Singapore tests

**GRADING GUIDELINES**

- Tests and Quizzes 70%
  - Students are required to re-work all problems missed on tests and quizzes as a homework assignment. They will receive two grades: 1 for the original test; a 2<sup>nd</sup> for the corrected test with ½ point added back for each correction.
- Math Fact Assessments 20% (weekly)
- Homework completion 10%

**SCHEDULE**

Five 1-hour periods per week – 5 hours total

## **Third Grade Phonics and Spelling**

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### **PRIMARY TEXTS AND MATERIALS:**

*Spell to Write and Read*, Senseri (SWR) (red book)  
*WISE Guide*, Senseri (brown book)  
Phonogram Flashcards  
Spelling Rule Flashcards  
Notebooks for Phonics Log  
Phonics Log Masters

### **GENERAL OBJECTIVES**

1. Appreciate that we learn phonics in order to read well, primarily so that we can read and understand God's word, the Bible.
2. Through stronger phonetic understanding, be able to comprehend and enjoy a wider variety of reading material.
3. Understand that we honor God and show thankfulness for the language He has given us when we learn our own language well and communicate with attention to correct spelling.
4. Improve analytical ability as students analyze words for applicable spelling rules.
5. Practice and improve decoding and encoding skills.
6. Improve ability to visualize symbols in order to improve visual memory.
7. Expand vocabulary and improve ability to use words correctly in sentences.
8. Integrate and reinforce grammar concepts as they apply to the spelling words.

### **SPECIFIC OBJECTIVES**

#### **Objectives of the *Spell to Write and Read* Program:**

1. Know all sounds of the 70 phonograms which represent the 45 sounds in the English language:
  - a. *a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, qu, r, s, t, u, v, w, x, y, z, ai, ar, au, aw, ay, ch, ci, ck, dge, ea, ear, ed, ee, ei, eigh, er, ey, gn, ie, igh, ir, kn, ng, oa, oe, oi, oo, or, ou, ough, ow, oy, ph, sh, si, tch, th, ti, ui, ur, wh, wor, wr.*
2. Know the 28 spelling rules in the *SWR* program.
3. Learn to spell 920 of the most commonly used English words in lists **M through S** in the *WISE Guide*.
4. Create a phonics log that contains these phonograms and rules along with examples of words that use them.
5. Be able to explain the rationale of each word's spelling using the spelling rules.
6. Be able to mark the spelling words with the correct mnemonic symbols.

#### **Supplemental Exercises that focus on these objectives:**

1. Correctly add prefixes and suffixes to spelling words to make new words.
2. Write original sentences with spelling words.
3. Correctly write paragraphs from dictation with spelling words.
4. Correctly identify the parts of speech of all spelling words.

5. Learn the plural forms of spelling words that are nouns.
6. Learn the past and future tenses of spelling words that are verbs.
7. Learn to form degrees of comparison with spelling words that are adjectives.
8. Learn to change adjectives into adverbs by adding *-ly*.
9. Learn derivatives of spelling words and their meanings.
10. Use spelling words in analogies.
11. Learn to make metaphors and similes using spelling words.
12. Learn multiple meanings of spelling words.
13. Form compound words using the spelling words.
14. Find appropriate synonyms and antonyms for spelling words.
15. Be able to alphabetize spelling words.

**Objectives of the *Seeing Stars Decoding Workbooks*:**

1. Identify open and closed syllables.
2. Track and decode two- to four-syllable words with the following suffixes: *ly, le, ful, ing, er, ment, less, ness, tion, ture, tive, sive, ous, cious, al, ence, ent, ance, ify, ery, ist, ious, ion, ian, ial, ience, ient, io, ia, ate, age, gious, gion*.
3. Track and decode two- to four-syllable words with the following prefixes: *pro, pre, dis, in, con, ex, re, com, trans, de*.
4. Spell (in writing and by visualizing) the multi-syllable words in each lesson.
5. Know the meaning of the following prefixes from Latin and see how they help us understand the meaning of English words: *ab, ad, bi, circum, com, contra, de, dis, ex, inter, multi, non, per, post, pre, pro, re, sub, super, trans, tri*.

**LESSON PLANNING AND TEACHING STRATEGIES:**

**The following teaching strategies are primary:**

1. Multi-sensory involvement: students *see, hear, say, and write* the phonograms and spelling words.
2. Direct instruction: the teacher shows through modeling and examples, and the students practice to mastery.
3. Group response: students chant the phonograms and spelling rules.
4. Dictation: dictation, rather than copying, encourages students' active thinking about the words they are writing, the phonograms that comprise them, and the rules that apply.
5. Student illustration: students create their own phonics reference book and therefore internalize the concepts better.
6. Socratic instruction: through dialogue, students analyze the spelling words and determine the spelling rules and appropriate markings of words, applying the known to the unknown.

**Lesson planning overview:** The following is an overview of a typical week. Detailed instructions for teaching the *Spell to Write and Read* program can be found in the teacher's guide.

***Spell to Write and Read Program***

The following should be part of the daily class routine during the week. Specific lesson plans are at the top of each *WISE Guide* spelling list under "Preliminaries":

1. Teach and/or review phonograms using flashcards.
2. Teach/review spelling rules using flashcards.
3. Monday: Send home “next week’s” list of words.
4. Monday-Wednesday: Read aloud “last week’s” spelling words and enter 10 new words from “next week’s” list in the phonics log.
5. Give a quick quiz on 10 of “last week’s” words (the ones they will be tested on this week). This should be checked and handed back for evening study of words missed.
6. Thursday: Create/review phonics log reference pages as specified in the weekly plan.
7. Quiz students as indicated in *WISE Guide* on phonograms using their individual white boards.
8. 2-3 days per week: Complete the “Spelling Enrichment” exercises listed in the “Specific Objectives” above.

***Friday, Spelling Test:***

On Friday, give a test on the previous week’s list of words. The test will cover 30 spelling words, 5-10 phonograms and two dictation sentences using spelling words (current and past).

***Spelling Homework:***

Students should write 3 times any word missed on the daily quiz.

**GRADING GUIDELINES**

- Tests: 50%
- Usage in writing: 50% (grades recorded from written work in other subjects)

**SCHEDULE:**

Five 30-minute periods per week – total 2.5 hours



## ***Third Grade Science***

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### **PRIMARY TEXTS AND MATERIALS:**

*R.E.A.L. Science Odyssey – Life (level one)*  
*Introduction to Biology*, John Holzmann  
*God’s Design for Life – Humans, Animals and Plants*  
A Beka bird identification cards  
A Beka insect identification cards  
Various reference books and library books  
Activity supplies (listed in *R.E.A.L.* teacher’s guide)  
Frog dissection materials  
“Shake and Learn Science” CD  
“Jellies, the Art of Nature” (video – Netflix)

### **GENERAL OBJECTIVES**

- Understand that God created the heavens and the earth and said that they were good. Genesis 1:1, Genesis 1:31
- Understand that God created man in his own image and gave him dominion over all the earth. Genesis 1:26
- Understand that God’s attributes and dominion are revealed to man through his creation. Romans 1:20
- Develop an increasing appreciation of the orderly and wondrous way God has designed all living things.
- Explore the ways in which the creation reveals the attributes of God.
- Observe experimental results and learn to test one’s own hypothesis.
- Practice and learn the scientific process.
- Learn by drawing, labeling, describing, and recording data.
- Compare and contrast characteristics.
- Use math to better understand science concepts.
- Apply scientific knowledge to daily life.

### **SPECIFIC OBJECTIVES**

#### **Unit I: What is Life? (Week 1)**

- Vocabulary: *cells, reproduction, circulation, respiration*
- Learn that living things are made of cells.
- Learn the 9 characteristics of all living things (chant these).
- Know what God created on each of the 6 days of creation.

#### **Unit 2: Living Things are Made of Cells (Week 2)**

- Vocabulary: *chloroplasts, nucleus, chalaza, blastodisc*
- Learn the differences between plant and animal cells
- Learn the function of chloroplasts

- Learn the function of the nucleus.

(Skip “Unit 3: The Human Body”)

#### **Unit 4: Skeletal and Muscular Systems (Weeks 3-4)**

- Vocabulary: *joints, ligaments, cartilage, tendons, ball-and-socket joint, hinge joint*
- Learn the functions of bones and muscles.
- Learn how muscles work.
- Learn how many muscles and bones we have.
- Learn the functions of ligaments, tendons and cartilage.
- Learn the difference between ball-and-socket and hinge joints, and give examples of each.
- Learn names and locations of the following bones:
  - Patella (kneecap)
  - Sternum (breastbone)
  - Clavicle (collarbone)
  - Cranium
  - Humerus (upper arm bone)
  - Vertebrae (backbone)
  - Phalanges (fingers)
  - Mandible (jawbone)
  - Femur (thighbone)
  - Metatarsals (Foot)
  - Tibia (calf bone)

#### **Unit 5: Circulatory System (Weeks 5-6)**

- Vocabulary: *blood vessels, arteries, veins, antibodies, bacteria, virus, fungi*
- Learn the parts of the circulatory system.
- Learn that the heart is a muscle that forces blood to every part of your body.
- Discover the effects of exercise on the heart.
- Learn the difference between veins and arteries.
- Learn the 4 parts of the blood and their functions.
- Learn these subtopics regarding the immune system and how the body heals:
  - 3 types of germs (bacteria, viruses, fungi)
  - How our body naturally keeps germs out
  - Antibiotics can kill bacteria but not viruses.
  - How viruses attack
  - Function of a fever
  - What causes a bruise
  - How a broken bone heals
  - What causes a blister
- Learn “The Circulatory System” song (see “Shake and Learn” CD)

#### **Unit 6: Respiratory System (Week 7)**

- Vocabulary: *lungs, trachea, oxygen, carbon dioxide, sinus, diaphragm*
- Learn why the body needs oxygen.

- Understand the interconnected functions of the respiratory, circulatory, and digestive systems.
- Learn that we breathe in oxygen and breathe out carbon dioxide.
- Know the path that oxygen takes: into the sinuses, down the trachea, and into the lungs.
- Understand that oxygen is “traded” for carbon dioxide in the lungs.
- Learn how the diaphragm controls breathing.
- Learn how exercise affects breathing and why.
- Understand the journey of red blood cells as they pick up oxygen and travel around the body to the heart and back to the lungs.

### **Unit 7: Digestive System (Week 8)**

- Vocabulary: *esophagus, intestines*
- Know the 4 parts of the digestive system and be able to label them on a diagram.
- Comprehend the length of the digestive system.
- Understand how the digestive system breaks down food.

### **Unit 8: Nervous System (Week 9)**

- Vocabulary: *nerves, spinal cord, vertebrae, cerebellum, cerebrum, brain stem*
- Learn the 3 main parts of the nervous system: brain, spinal cord, nerves
- Know the 5 senses: sight, hearing, taste, touch, smell
- Learn how messages travel to/from the body and the brain.
- Learn the 3 parts of the brain and what they control: *cerebrum* (hearing, smell, touch, talk, move, think); *cerebellum*: coordination and balance; *brain stem* (automatic things like breathing, heartbeat).

### **Unit 9: Growth and Genetics (Week 10)**

- Learn that genes are in the body’s cells and that they contain the plans for growth and many physical characteristics.
- Make a chart to determine what genetic characteristics were inherited from mother and father.
- Learn that everybody has a different set of fingerprints.

### **Review of Human Body Units (Week 11)**

### **Unit 10: Five Kingdoms of Living Things (Week 12)**

- Learn how scientists classify animals based on their characteristics.
- Understand the benefits of the classification system.
- Learn the classification system names and examples of each: Kingdom, Phylum, Class, Order, Family, Genus, Species.

(Skip Unit 11—preparing an animal kingdom book.)

### **INVERTEBRATES**

### **Unit 12: Cnidaria (Week 13)**

- Vocabulary: *cnidaria, corals, anemones, sea jellies, hydra, tentacles*

- View *Jellies, The Art of Nature* (Netflix, DVD)
- Learn the definition of an invertebrate.
- Learn the characteristics of cnidaria.
- Name the types of cnidaria: coral, sea jelly, sea anemone, hydra.
- Learn the life cycle of sea jellies.
- Learn the parts of the jelly: bell (body), mouth, tentacles.
- Learn how jellies protect themselves and how they move.
- Learn how coral structures form.

### **Unit 13: Worms (Week 14)**

- Vocabulary: *segmented*, *clitellum*
- Learn that worms can be flat, round or segmented (and learn examples of each).
- Learn that worms have internal organs.
- Learn about earthworms (segmented worms):
  - Collect earthworms for lab project.
  - Discover how they move.
  - Learn the function of the clitellum.
  - Learn how to find the earthworm's mouth.
  - Learn how earthworms are beneficial.
  - Learn what earthworms can sense.

### **Unit 14: Mollusks (Week 15)**

- Vocabulary: *gastropods* ("stomach foot,"), *bivalves*
- Learn the defining characteristics of mollusks and examples.
- Learn the characteristics of the gastropods (snails and slugs).
  - Learn how they eat and how their tentacles are used.
  - Learn how they breathe.
- Learn the characteristics of bivalves and examples.
  - Learn how they eat.
  - Learn how an oyster makes a pearl.
  - Learn how they move.
- Compare mollusks to previously studied creatures.
- Compare and contrast the octopus and squid.

### **Unit 15: Echinoderms (Week 16)**

- Vocabulary: *tube feet*, *echinoderm*
- Learn the defining characteristics of echinoderms ("spiny skinned") and examples (sea star, sea urchin, sea cucumber, sand dollars).
- Learn how a sea star eats.

### **Units 16-18: Arthropods (Week 17-19)**

- Vocabulary: *arthropods*, *crustaceans*, *arachnids*, *metamorphosis*, *exoskeleton*, *thorax*, *abdomen*, *spiracles*, *setae*
- Learn the definition of arthropods and the defining characteristics.
- Know the 4 types of arthropods: crustaceans, centipedes/millipedes, arachnids and insects.
- Insects

- Learn the defining characteristics of insects.
- Learn about 4-stage metamorphosis by watching butterflies hatch.
- Learn about insects that go through 3-stage metamorphosis.
- Arachnids
  - Learn the characteristics of arachnids and the 3 types (spiders, ticks, scorpions)
  - Compare and contrast insects and arachnids.
- Crustaceans
  - Learn the 5 types of crustaceans, their defining characteristics, and interesting facts about each one.
  - Hunt for a land crustacean (isopod – “roly poly”). Examine and compare in order to discover the reasons for their classification.
  - Discover the best environment for the isopod.
- Millipedes/Centipedes
  - Learn the characteristics of centipedes and millipedes, and learn which are poisonous.

### **Unit 19: Vertebrates (Week 20)**

- Vocabulary: *vertebrae, spinal cord cartilage, denticles, dorsal fin, carnivorous*
- Learn the defining characteristic of vertebrates and know the 5 groups (fish, amphibians, reptiles, mammals, birds – FARM B)

### **Unit 20: Fish (Weeks 20-21)**

- Vocabulary: *cartilage, denticles, dorsal fin, carnivorous*
- Learn the 5 characteristics of fish.
- Learn how gills work.
- Learn how a swim bladder works.
- Learn characteristics of fish with no bones (sharks, rays, chimeras).
- Learn characteristics of bony fish and highlight unusual ones (mudskipper, lungfish, electric eel, flounder, sea horse).

### **Unit 21: Amphibians (Week 22)**

- Learn the defining characteristics of amphibians.
- Learn defining characteristics, similarities and differences of the 3 types of amphibians (frogs, toads, salamanders).
- Learn the life cycle of amphibians.
- Learn how amphibians “hear” and how they “drink.”
- Dissect a frog (1 frog per two students)

### **Unit 22: Reptiles (Week 23)**

- Vocabulary: *molting, Jacobson’s organ*
- Learn how reptiles differ from amphibians, and how they are the same (skin, breathing, eggs, life cycle).
- Compare water loss between amphibian, reptile and human skin.
- Compare characteristics of lizards and snakes and learn how their Jacobson’s organ functions.
- Compare characteristics of crocodiles and alligators.

- Learn about the largest lizard in the world, its environment and characteristics (Komodo dragon)
- Learn about the poisonous lizards (Gila monster and bearded lizard).
- Learn to identify common snakes in our area (garden snake, rat snake) and the 4 poisonous snakes in the U.S. (cottonmouth, copperhead, rattlesnake, coral snake).
- Learn about the snake's sight, hearing and reproduction.
- Compare and contrast turtles/tortoises.

### **Unit 23: Birds (Weeks 24-26)**

- Learn as a chant the defining characteristics of birds: 1)feathers, 2)wings, 3)eggs with hard shells, 4)warm-blooded, 5)no teeth
- Learn to classify birds according to common characteristics.
- Learn how feathers are designed to keep birds warm and dry.
- Learn the defining characteristics (and examples) of birds of prey, water birds, and fowl.
- Dissect owl pellets.

### **Unit 24: Mammals (Weeks 27-31)**

- Learn (and chant) the defining characteristics of mammals (1) Feed babies with milk, 2) have hair, 3) warm-blooded, 4) take care of babies
- Monotremes
  - Learn the defining characteristics and 2 examples.
  - Learn major characteristics and habitats of the platypus and echidna.
- Marsupials
  - Learn the defining characteristics of marsupials, examples of each, their interesting characteristics, and their habitats.
  - Be able to identify a wombat, Tasmanian devil, bilby, rat kangaroo, possum and sugar glider.
- Chiropteras (bats)
  - Learn that chiroptera means "hand wing."
  - Learn how echolocation works.
- Primates
  - Know the difference between monkeys and apes.
  - Learn the defining characteristics of apes (1) No tails; 2) Walk on all fours; 3) Walk on their knuckles, not flat palms; 4) Build nests
  - Know the primary examples of apes and their habitats (gorillas, chimpanzees, orangutans).
  - Know the differences between Old World and New World monkeys, examples of each, and their habitats.
- Edentates
  - Learn the defining characteristics of edentates (no teeth or very weak teeth.
  - Learn to identify examples (sloth, anteater, armadillo), and learn interesting facts about each.
- Rodents
  - Learn the defining characteristics (they gnaw to keep their teeth from getting too long).

- Learn to identify examples (Rats, mice, beavers, squirrels, chipmunks, hamsters, porcupines)
- Learn about the construction of a beaver lodge.
- **Field trip: Huntley Meadows in Alexandria**
- Pinnipeds
  - Know the meaning of “pinniped” (fin-footed).
  - Know the 3 kinds of pinnipeds and their habitats (walruses, sea lions, seals)
  - Do experiment to show how blubber keeps the body warm.
  - Know the differences between sea lions and seals.
- Whales
  - Vocabulary: *baleen, flukes*
  - Know the mammals in the whale family (whales, dolphins, porpoises)
  - Learn the differences between whales and fish.
  - Understand the function of the blowhole.
  - Learn the differences between toothed and baleen whales; know examples of each.
  - Learn the distinctive characteristics of the following whale types: sperm, narwhale, blue, killer, humpback.
  - Do measurement exercise (outside) to measure the actual length of these different whales.
  - Learn about bubble-net feeding.

## **Unit 25: Plants (Weeks 32-36)**

- Learn the parts of the flower and their functions.
  - Vocabulary: *anther, filament, stigma, style, ovary, ovule, pollination, sepals, stamen*
- Learn the two differences between the two types of flowering plants, and examples of each (monocots and dicots).
  - Vocabulary: *monocots, dicots, cotyledon, seed coat, embryo*
- Dissect and label different seeds.
- Learn about the ways seeds travel.
- Learn how leaves make food through photosynthesis
  - Vocabulary: *chloroplasts, photosynthesis, chlorophyll*
- Learn why leaves are green and what happens when leaves do not receive sunlight.
- Learn how food and water travel through plants.

### **LESSON PLANNING AND TEACHING STRATEGIES:**

- Review: (Daily at the beginning of each class) Sing songs and review chants, rhymes, vocabulary definitions and question/answer recitations. This is primarily a means of reviewing facts learned and committing them to memory, not the primary means of instruction.
- Main lesson: The teaching methods should involve a combination of the following:
  1. A “hands-on” approach where the students discover the concepts through participation in experiments, engaging projects, lab reports, observation and discussion of findings.

- Most activities and experiments should be done by the students in groups of 2 or 3, rather than just demonstrated by the teacher.
  - Students should learn from the results of these activities, as opposed to performing the experiments with the results known in advance.
- 2. Frequent use of visual aids (videos, library books and specimens)
- 3. Drawing and labeling in their science notebooks from pictures and real specimens.
- 4. Outdoor observation and collection on the school grounds.
- **Review and Assessment:**
  - (*Informal* – end of class) Students respond to questions (in complete sentences), orally or in writing, to explain the concepts learned during the lesson.
  - *Written Tests:* Written tests will be given approximately every three weeks. There are no multiple choice or true/false questions. Instead, students write their knowledge in complete sentences with proper grammar and punctuation.
    - *Review sheets:* Since third grade is still learning to study for and take tests, we give a review sheet a week ahead of the test from which they will study. The review sheet answers should be completed together in class while modeling for them proper sentence structure, punctuation, etc.
    - Tests should be graded and reviewed with students within three days before sending the test home to be signed by parents.

### **SCIENCE FIELD TRIPS:**

- **National Aquarium in Washington, D.C.** (in the Commerce Building): See the website for the D.C. Aquarium field trip section. There are programs for grades 3-5 appropriate for the class and worksheets to fill out prior to the visit.
- **Huntley Meadows, Alexandria:** Wetland environment where students can view amphibians, reptiles, birds, mollusks, and a beaver lodge right next to the trail.

### **GRADING GUIDELINES**

#### **Grading is based on:**

- **Tests: 80%** Grade the test first for accuracy of information and determine the numeric grade (e.g., 95). Subtract  $\frac{1}{4}$  point for spelling and grammar errors (e.g., 4 errors would make the grade a 94 instead of a 95).
- **Quizzes/Participation/Labs: 20%**
  - Is the student able to answer questions correctly about concepts covered?
  - Does the student ask relevant questions?
  - Does the student follow directions during activities?

### **SCHEDULE:**

Two one-hour periods per week – total 2 hours



## ***Third Grade Oral Presentation Guidelines***

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### **Mechanics**

#### Introduction

1. Smile at the teacher and say “thank you” after introduction.
2. Look at the audience and make eye contact with at least two people.

#### Posture

1. Stand straight without leaning on anything.
2. The student will stand with weight equally distributed (not shifting back and forth)
3. Keep hands out of pockets.
4. Keep arms by sides, or use them for gestures.
5. Hold head up so that face (especially eyes) can be seen.
6. Notes must be held no higher than chest level.

#### Speech

1. Speak loudly enough to be heard from the back of the room.
2. Work on speaking without slang phrases (such as “you know,” “it’s like,” “I was like”)
3. Use expression and a range of vocal pitch that shows the student is interested in the topic (teacher should model this).
4. Use clear diction.

#### Facial Expression

1. Smile at least three times during presentation (beginning, middle, end).
2. Maintain eye contact with audience except when looking at notes.
3. The student will follow this procedure for eye contact during a presentation when following notes:
  - a. Look at notes/passage
  - b. Absorb several words
  - c. Look up at one person and engage their eyes
  - d. Look down at notes
  - e. Absorb several more words
  - f. Look at another person and engage their eyes

### **Examples of Presentations**

- Memorized scripture or poetry
- Grammar jingles
- Show and tell
- Memorized monologue of literary or Biblical character
- Story narration (might use Bible story or stories from reading or history class)
- Present a poster on a topic (animal, insect, etc.), a book character (“wanted” poster for a bad guy, “star” poster for a good character, etc.).
- 5-point factual presentation (integrate with Bible, history, science) These can be memorized using the sound-offs for these classes. The student should learn to use keywords on a notecard for these.
- **Living History Museum presentation – required on Colonial Day**

**Guidelines**

1. The teacher needs to model for the students how to do the type of presentation chosen for that week.
2. Some of these presentations can take the form of a recitation of memorized material during the recitation period that begins each class.
3. Third graders should prepare a topical presentation or memorized factual presentation at least once a quarter. This may require the help of parents at home to prepare the answers to questions for notes.
4. Frequency of presentations: In a class of 12 or fewer students, each student should have a presentation opportunity every two weeks. In larger classes, they need to have a turn at least once every three weeks.

## ***Fourth Grade Homework and Grading Guidelines***

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- ❖ The total homework time should average 55 minutes. Ask several parents each quarter to let you know if homework regularly exceeds an hour and 10 minutes even though the student is focused and compliant.
- ❖ Homework is due by 8:00 a.m. or else it is counted as late.
- ❖ Students who do not complete or who leave at home their homework three or more times in a month will visit with the principal to discuss how they can improve.
- ❖ Occasionally, students will have a long-term project to complete. During these times, some regular homework assignments will be reduced in order to provide additional time for the project.
- ❖ Independent Work: Students are not allowed to work with other students on homework assignments unless the teacher has explicitly given permission.
- ❖ Neatness: Students should write all letters and numbers neatly on the lines using upper and lower case letters correctly. The main body of lower case letters should consistently be half the size of the upper case letters. Messy work may have to be redone at home or during recess the next day.

Typical homework is listed below:

- ❖ **One math fact drill sheet (1-3 minutes)** from *Mastering Math Facts, Calculadders*, or *Pattern Sheets*: Parents should time the student for one minute; students circle the last problem completed. Up to one more minute should be given to complete the sheet. Parents should check for errors, and students should correct. Do not send home Sprints for homework.
- ❖ **Math problems from the Singapore student workbook (15-20 minutes)**: Try to complete the bar model (word problems) in class together (no more than 2 for HW).
- ❖ **Reading from literature book (15 minutes)**
- ❖ **Study for Tests: (15-20 minutes)**
  - **Spelling Test** Study the phonograms and write 3x words missed on the back of the daily quiz; return quiz to school.
  - **Bible Memory Verses**
  - **Other tests may be:** Latin, Bible, History, Science, Literature
- ❖ **In-School:** Students are allowed to begin homework in school if time permits.

### **At-Home Projects**

- ❖ Students will do at least the following major projects with papers and presentations:
  - Living History
  - Planet Research paper/presentation
  - Prince Caspian Alternative Ending Project

### **GRADING GUIDELINES:**

#### **Overall Grades**

Students receive an overall grade for each subject calculated according to this scale:

Letter Grade	Score
A+	97-100
A	93-96
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D	65-69
F	64 or below

### Skill Sets

Students also receive a grade for skill sets in most subjects. The skill set grading scale is below:

**E = Excels beyond expectations:** *This grade is not commonly given. When given, it reflects a level of mastery (typically beyond one's years) where a skill or practice is internalized to the extent that it requires little or no effort to exercise.*

**S = Satisfactory:** This range of "Satisfactory" listed below reflects a level of mastery that is acceptable and appropriate for the grade level and should allow a student to progress and succeed.

**S+**     *This grade indicates a high level of mastery and consistency, generally above average.*

**S**        *This grade reflects a satisfactory level of mastery that is average for the grade level.*

**N = Needs Improvement:** *This grade indicates that the student is not yet mastering the skill or practice. Additional work or attention should be given to move toward mastery.*

**U = Unsatisfactory:** *This grade indicates a low level of mastery that needs significant attention. If core skill areas are unsatisfactory, promotion to the next grade may be at risk.*

**How to Calculate a Grade for Tests with Complete-Sentence Answers** (Bible, history, science)

- Grade the test first for accuracy of information and determine the numeric grade (e.g., 95)
- Subtract  $\frac{1}{4}$  point from the score for spelling and grammar errors (e.g., 4 errors would make the grade a 94 instead of a 95).

### How to Write a Final Grade on a Student's Paper

8. Write the number correct over the total number of points available and give the percentage. Then take off the grammar/spelling from the total.

Example:

48/50 = 96

-2 (G/P/S) *This -2 points means there were 8 errors in*

*Grammar/Punctuation/Spelling*

**94 / A**

9. You may also give a Handwriting grade on any work the student turns in. Just write:  
HW: S+, for example. Record that grade in the Handwriting class.

# Fourth Grade

## ***Fourth Grade Bible***

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### **TEXTS AND MATERIALS:**

#### **Primary Materials**

Bible (ESV, one per student)

Veritas Press *Chronicles Through Malachi* Teacher's Manual

#### **Supplementary Materials**

*Suffer Little Children, Book 2*, Gertrude Hoeksema (teacher reference)

*Show Me Thy Ways, Grade 5 Textbook*, Gertrude Hoeksema (teacher reference)

*Show Me Thy Ways, Grade 5 Workbook*, Gertrude Hoeksema (teacher reference)

### **GENERAL BIBLE OBJECTIVES**

1. Recognize the Bible as God's inerrant word and the only written revelation concerning Himself.
2. Understand that God is sovereign over history and reigns throughout all time and place.
3. Read the actual text rather than only hear or read a retelling of the Bible stories.
4. Understand that all of Scripture testifies to God's redemptive plan fulfilled in Christ Jesus.
5. Encourage students to understand verses in context and to see the consistency of Scripture by comparing passages with similar language and themes.
6. Let the Scriptures speak for themselves with clarification only as needed.
7. Study the Bible using inductive methodology.
8. Know and be able to articulate the Gospel, God's plan and order of salvation.
9. Encourage each student to come to the Father, through the Son, and to grow in his knowledge of and love for Him.
10. Commit Scripture to memory and understand its application in our lives.

### **SPECIFIC BIBLE OBJECTIVES**

1. Learn weekly Bible verses and present them both orally and written with correct spelling and punctuation. Discuss application to one's own experiences.
2. Learn and recite Ephesians 4 as a class at our Ephesians Chapel (end of the year)
3. Recite, write and spell correctly all the books of the Bible.
4. Recite and write the timeline of events studied this year from *Chronicles through Malachi*.
5. Locate on a map the places where the biblical events occurred.
6. Provide oral and written narrations of events studied.
7. Using Scripture as the primary text, and the Veritas Press *Chronicles through Malachi* curriculum as a guide, know the approximate date and location in Scripture (book and chapter) of the major elements of the following stories and events:

<b>Bible Story/Event</b>	<b>Weekly Bible Memory Verses (and devotion topics)</b>	<b>Other Memory Work</b>
<b>Weeks 1 and 2</b> , (7 classes) Review the major events of the OT in Genesis – I Kings 17 using Bible Timeline Cards. Students create a review section at the beginning of their Bible composition book (last card is the Divided Kingdom)	John 14:6 (Jesus is the Way)  John 14:21 (Obedience to Christ)	Old and New Testament Books (recited)
<b>Week 3</b> Read I Kings 16:29 – 17:24 for the back story before beginning the Veritas curriculum: Elijah Destroys the Prophets of Baal	2 Timothy 3:16 (The Word)	
<b>Week 4</b> Elijah Confronts Ahab	John 15:7 (Prayer)	
<b>Week 5</b> Elijah Taken to Heaven	Matthew 18:20 (Fellowship)	The Apostles Creed
<b>Week 6</b> Ministry and Miracles of Elisha	Romans 1:16 (Witnessing)	
<b>Week 7</b> Obediah Prophecies Against Edom	Romans 3:23 (All Have Sinned)	The 10 Commandments
<b>Week 8</b> The Reign of Jehu	Romans 6:23 (Sin's Penalty)	
<b>Week 9</b> Joash Escapes Murder	Romans 5:8 (Christ Paid the Penalty)	The Nicene Creed
<b>Week 10</b> Jonah and the Great Fish	Ephesians 2:8-9	

	(Salvation Not By Works)	
<b>Week 11</b> Hezekiah Trusts the Lord	John 1:12 (Must Receive Christ)	I Corinthians 13:1-13
<b>Week 12</b> Israel and Judah Fall	John 5:24 (Assurance of Salvation)	
<b>Week 13</b> Prophets of God	I Corinthians 2:13 (His Spirit)	
<b>Week 14</b> Josiah Repairs the Temple	Isaiah 41:10 (His Strength)	
<b>Week 15</b> Daniel Serves in Nebuchadnezzar's Court	Lamentations 3:22 (His Faithfulness)	
<b>Week 16</b> Shadrach, Meshach, and Abednego	Begin memorizing all of Ephesians in preparation for the last chapel.	Ephesians 4: 1 – 3
<b>Week 17</b> The Ministry of Jeremiah		Ephesians 4: 4 – 6
<b>Week 18</b> The Fall of Jerusalem		Ephesians 4: 7 – 8
<b>Week 19</b> Jeremiah Laments Jerusalem		Ephesians 4: 9 – 10



<b>Week 20</b> Ezekiel's Vision		Ephesians 4: 11 – 12
<b>Week 21</b> Daniel's Vision		Ephesians 4: 13
<b>Week 22</b> Belshazzar's Feast		Ephesians 4: 14
<b>Week 23</b> Daniel in the Lion's Den		Ephesians 4: 15 – 16
<b>Week 24</b> Jews Return under Zerubbabel		Ephesians 4: 17 – 18
<b>Week 25</b> Temple Work Resumes under Haggai		Ephesians 4: 19 – 20
<b>Week 26</b> Esther Becomes Queen		Ephesians 4: 21 – 22
<b>Week 27</b> Haman Plots Against the Jews		Ephesians 4: 23 – 24
<b>Week 28</b> Esther Saves the Jews		Ephesians 4: 25 – 26
<b>Week 29</b> Ezra Returns to Judah		Ephesians 4: 27 – 28
<b>Week 30</b> Ezra Forbids Intermarriage		Ephesians 4: 29 – 30
<b>Week 31</b> Nehemiah and the Jewish Return		Ephesians 4: 31 – 32
<b>Week 32</b> Nehemiah Rebuilds the Walls of Jerusalem		Review Ephesians 4
<b>Week 33</b> Malachi Prophecies to the Jews		Review Ephesians 4
<b>Week 34</b> Trials of Job		Review Ephesians 4
<b>Week 35</b> Review		Review Ephesians 4
<b>Week 36</b> Review		Review Ephesians 4  Ephesians Chapel

## **LESSON PLANNING AND TEACHING STRATEGIES:**

### **Every Class:**

- Prayer
  - Memory Work
  - Review of lesson being tested that week (Q&A)
  - New lesson teaching and activities
1. **Begin with prayer** that God would help all the students to understand and apply the lessons in the passage being studied.
  2. **Memory Work:** (*Daily at the beginning of each class for 10 minutes*)
    - a. ***Sing the Veritas Bible memory song*** (go ahead and learn beyond the current lesson).
    - b. ***Weekly Bible Memory Verses (ESV):***
      - i. Have the students copy the verse(s) when the verse is introduced.
      - ii. Recite the verses together daily.
      - iii. Students are tested weekly on these verses orally and in writing.
    - c. ***Other Memory Work:***
      - i. These are usually longer pieces which the class recites together, but they are not tested on them (except when you get to Ephesians 4).
  3. **Bible Study (Days 1 of new lesson):** Students should engage in discussion of the Bible text through an inductive study, taking notes on the passage together in an organized manner, such as an outline form in a Bible composition notebook. Below are important sample questions to lead students
  4. through the study:
    - n. ***Observation***
      - i. Who is involved in the passage? Who is speaking? To whom are the words spoken or written? Who is the audience?
      - ii. What is happening in the passage? Teaching, healing, warning, conversation, argument, battle, etc.?
      - iii. When is the event happening? Before or after what other events? When will/did the things mentioned occur?
      - iv. Where did/will these things happen?
      - v. Why is something being said? Why will/did this happen? Why at this time, to this person/people?
      - vi. How will this happen? How is it illustrated?
      - vii. Look for “key idea” words, such as *sin, grace, covenant, love, atonement*, etc.) How are they used? Explain their significance in the passage. Keep a sheet (colored is best) in the Bible section of the student binder as Vocabulary Pages.
      - viii. Are there lists, such as fruits of the spirit, works of the flesh, etc?
      - ix. Are there contrasts, such as light/darkness, proud/humble, good/evil?
      - x. Are there comparisons or similarities pointed out?
    - o. ***Interpretation***
      - i. What is the main idea, lesson, or principle to be learned from the passage?
    - p. ***Application***
      - i. How does this lesson apply to my life, my habits?

- ii. Do any problems with my attitude or behavior come to mind?
- iii. What is God trying to teach me as His child?
- iv. What changes should it make in my life?

5. **Day 2 of new lesson:**

- a. Complete together the Veritas review sheet as a study aide. Answers must be in well-written complete sentences.
- b. Students orally present Bible verse of the week (test)

6. **Day 3 of new lesson:**

- a. Students write Bible verse(s) of the week (test)
- b. Finish project from yesterday.
- c. Plan to discuss one to two “deeper thought questions,” usually application of the story to one’s life. When time permits, students can write their answers in their Bible composition book.

7. **Presentations**

- a. One student each week should be chosen at random to give a brief oral presentation of “What We Learned” (1-2 min.) using his study notes at the beginning of a class.

8. **Review and Assessment Tips:**

- a. ***Informal daily assessment:*** Students respond to questions (in complete sentences), orally or in writing, to explain the concepts learned during the lesson.
- b. ***Written Tests:***
  - i. Weekly written Bible verse memory test. (Students write out the verse.) For longer verses or multiple verses, the teacher can print about 50% of the verse with blanks for about 50% of the words and phrases.
  - ii. We use the Veritas tests that come with the curriculum. Tests do not have multiple choice or true/false questions. Instead, students write their knowledge in complete sentences with proper grammar and punctuation. Tests are given on the preceding week’s lesson, not the current week.
  - iii. The Veritas test questions should be supplemented with a question that requires students to write a paragraph on self-application of the lesson learned. (Write on the board and do one together as a class before beginning to use them on tests. ) These can be given on the day of the test, or as an in-class assignment, or for homework.
  - iv. Tests should be reviewed together as a class before sending them home to be signed by parents.

- 9. ***Review sheets:*** Students are given a Veritas review sheet 2 weeks ahead of the test from which they will study. The review sheet answers should be completed together in class while modeling for them proper sentence structure, punctuation, etc.

a. ***Sample Schedule:***

- i. Week 1: Begin lesson 1; create review sheet.
- ii. Week 2: Begin lesson 2; create review sheet; test on lesson 1.

10. ***Alternatives to Written Tests:***

- i. ***Narratives:*** An alternative to written tests is having students write a narrative summary on the passages studied, having outlined first. This must be modeled in class beforehand.

**8. Bible Notebook** (Composition Book)

- c. This should contain student notes from lessons (usually an outline created together, a handwritten copy of the weekly Bible verse, and personal reflections on the lesson. Entries should be neatly headed with the date, and a title (Lesson Title, Verse, Reflection).
- d. Reserve pages at the back for Bible Vocabulary (e.g., gospel, sanctification, regeneration, salvation, etc.). This section can be marked with a post-it to make it easier to find.

**GRADING GUIDELINES**

**Grading is based on:**

- Written assessments, presentations, narratives: 70%
  - Grade the test first for accuracy of information and determine the numeric grade (e.g., 95)
  - Subtract ¼ point for spelling and grammar errors (e.g., 4 errors would make the grade a 94 instead of a 95).
- Bible Memory Verses: 30% (presented orally before the class and written)

**SCHEDULE:**

Four 30- to 45-minute periods per week – total 2 to 3 hours

## **Fourth Grade Grammar and Composition**

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### **PRIMARY TEXTS AND MATERIALS**

#### ***Grammar:***

Shurley Grammar 4 Teacher Edition (1997 ed.)  
Shurley Grammar 4 reproducible Student Workbook (1997 ed.)  
Transparencies of Tests, Sentences for Classification  
Audio CD with jingles (The jingles can also be found online at:  
<http://www.jeremypitts.com/shurley.html>)  
*Daily Paragraph Editing Level 4*, Evan-Moor  
*Basics of Diagramming*

#### ***Handwriting:***

Zaner-Bloser Level 4 Practice Masters  
*Character Writing Worksheets: Scripture* (Zaner-Bloser Advanced Cursive) –for practice with sentences.  
Zaner-Bloser Handwriting Level 3  
Zaner-Bloser Cursive Reference Cards (one per student)

#### ***Composition:***

*Writing with Skill*, Level 1 Instructor Book  
*Writing with Skill*, Level 1 Student Book  
Composition Resources:  
Dress-Ups and Stylistic Techniques (document in faculty Sync file)

### **GENERAL GRAMMAR AND COMPOSITION OBJECTIVES**

1. Understand that God has given us the gift of language to help us understand His Word and communicate His truth.
2. Understand the structure of the English language.
3. Learn and apply rules that govern English grammar and sentence mechanics.
4. Understand the basic concepts of oral and written communication.
5. Develop skills for analyzing the structure of both sentences and paragraphs.
6. Develop excellent writing skills and the ability to detect deficiencies in structure and content.
7. Develop speaking and listening skills through analysis and practice.
8. Develop an appreciation for poetry and an understanding of poetic language.

### **SPECIFIC GRAMMAR OBJECTIVES**

(Items marked with an asterisk are not practiced in the Shurley text and must be taught independently.)

#### **1. Memorization**

- a. **Jingles:** Memorize and recite the following Shurley jingles:
  - i. Sentence
  - ii. Noun
  - iii. Verb

- iv. Adverb
- v. Adjective
- vi. 49 Prepositions (but not the other preposition jingles)
- vii. Pronouns
- viii. Subject pronouns
- ix. Possessive pronouns
- x. Object pronouns
- xi. Verb chant
- xii. 23 Helping Verbs
- xiii. 8 Parts of Speech
- xiv. Direct Object
- xv. Indirect Object
- xvi. Predicate Noun
- b. **Poems:** Memorize, discuss and recite the following poems:
  - i. "The Donkey," Chesterton (memorize at Easter)
  - ii. "The Jabberwocky," Carroll
  - iii. "The Destruction of Sennacherib," Byron
  - iv. "God is Like This," Rowena Bennett
  - v. "The Road Not Taken," Frost
  - vi. Lines from the *Iliad* (Pope's translation) (after reading *The Children's Homer*)
  - vii. "Ozymandias," Shelley
  - viii. "Sneezles," Milne
  - ix. "The Lotus Eaters," Tennyson (read after you read this part of *The Children's Homer*)
  - x. "The Walrus and the Carpenter,
  - xi. "Sea Fever," John Masefield
  - xii. "If," Rudyard Kipling
  - xiii. Lines from *The Aeneid*, Book I (Dryden's translation)
- 2. **Nouns:**
  - a. Identify the following functions of nouns in a sentence: subject, object of preposition, direct object, indirect object, predicate noun\*, possessive noun, appositives\*.
  - b. Identify and correctly form the singular and plural forms of nouns.
  - c. Identify common and proper nouns, and correctly capitalize when writing.
  - d. Distinguish between predicate nouns and direct objects.\*
- 3. **Verbs**
  - a. Identify action verbs, helping verbs, linking verbs and action verbs.
  - b. Distinguish regular from irregular verbs.
  - c. Distinguish transitive from intransitive verbs.
  - d. Conjugate the regular and irregular verbs found in the Shurley practice sentences in the present, past, and future tenses.\*
  - e. Conjugate the verb "to be" in the present, past, and future tenses.\*
  - f. Identify the person, number and tense of any given verb (in the simple present, past, and future tense).
  - g. Learn to form contractions correctly.
- 4. **Pronouns**
  - a. Identify and use correctly: subject pronouns, object pronouns, the understood subject pronoun, possessive pronouns.

- b. Write sentences with correct pronoun/antecedent agreement.
- 5. **Adjectives**
  - a. Know the definition of an adjective and identify adjectives in sentences.
  - b. Identify proper adjectives and capitalize them in writing.
  - c. Identify predicate adjectives and distinguish between them and predicate nouns and direct objects.
  - d. Correctly identify and use the comparative and superlative forms of adjectives.\*
- 6. **Adverbs**
  - a. Know the definition of adverbs and identify adverbs as verb modifiers.
  - b. Identify “negative” words as adverbs and learn how to avoid a “double negative.”
  - c. Learn to write sentences with an “adverb exception.”\*
  - d. Practice correcting sentences with adjectives used as adverbs.\*
  - e. Learn the proper way to form comparative and superlative forms of adverbs.\*
- 7. **Prepositions**
  - a. Memorize the 49 prepositions in the preposition jingle and be able to write them from memory.\*
  - b. Identify prepositions and prepositional phrases in sentences.
  - c. Write sentences with prepositional phrases with varied placement.\*
  - d. Some prepositions can be used as adverbs. Be able to explain the difference and write sentences using them both ways.\*
- 8. **Conjunctions**
  - a. Define and memorize the coordinate conjunctions.
  - b. Classify sentences with conjunctions.
- 9. **Interjections**
  - a. Identify and classify interjections.
- 10. **Sentence parts and structure**
  - a. Identify the 4 types of sentences.
  - b. Identify the simple and complete subject, and the simple and complete predicate.
  - c. Identify compound subjects and predicates.
  - d. Diagram sentences with compound components.\*
  - e. Identify simple and compound sentences.
  - f. Diagram sentences with predicate nouns and predicate adjectives.\*
  - g. Recognize the difference between compound and complex sentences.\*
  - h. Identify and correct run-on sentences and sentence fragments.
- 11. **Quotations**
  - a. Correctly use quotations at the beginning, end or middle\* of sentences.
- 12. **Reference**
  - a. Understand the parts of dictionary entries.
  - b. Know how to use the table of contents and the index of a book.
- 13. **Capitalization**
  - a. Know and consistently use the rules of capitalization regarding: the first word of a sentence, the pronoun *I*, names of people, names of family relationships, titles, initials, days of the week, months of the year, names of cities, states and countries, abbreviations, letter parts, names of holidays, outline parts, and the first word of direct quotations.
- 14. **Punctuation**
  - a. Consistently use periods for the following: at the end of a sentence, after abbreviations, after a numbered list or outline.

- b. Establish the habit of using a comma for the following: between a city and state, in dates, in letter parts, in addresses, in a series, in compound sentences, with direct quotations, with direct address, with appositives.
  - c. Use apostrophes correctly in contractions and possessive nouns (singular and plural).
  - d. Use quotation marks for direct quotations and titles of certain written works.
  - e. Understand the proper uses of the colon and semicolon.
  - f. Use italics or underlining for book titles.
15. Use the *Shurley Method* question-answer flow to identify parts of speech that have been covered.
  16. Be able to diagram all sentences in the Shurley lessons.\*
  17. Write sentences when given any classification pattern.\*
  18. Make regular oral presentations of information using complete sentences according to the AFA Oral Presentation Guidelines.\*
  19. Frequently edit paragraphs for punctuation, grammar and spelling errors.

### **GRAMMAR LESSON PLANNING AND TEACHING STRATEGIES:**

1. **Group Recitation** (daily at the beginning of each class)
  - a. Jingles: Students recite to help them remember grammar concepts and definitions.
  - b. Poems: Students learn/recite the poem of the week.
  - c. ***Socratic questioning***: Follow recitations with questioning to make sure students understand what they are reciting and to lead them to think further.
2. **Teaching the Shurley Lessons (2-3 days)**: We do not use the scripted lessons or the Shurley schedule listed for each lesson. In general, we modify as follows:
  - a. Follow the lesson plans in Shurley, except you do **not** teach:
    - i. The Study Skills or Pretest sections at the beginning of the book.
    - ii. The writing sections throughout the book, e.g., we do not teach the “improved sentences” sections, nor the paragraph writing exercises.
  - b. Use an overhead transparency of the sentences for classification for the current lesson, and give students their own copy on which to write.
    - i. **Sentence classification**:
      1. Classify the sentences together, consistently followed by ***Socratic questioning*** to ensure student understanding and to help them analyze the reasons for their answers.
    - ii. **Diagram sentences**
    - iii. Using *Basics of Diagramming* as a guide, diagram together the sentences just classified and/or use additional examples.
    - iv. **Writing Pattern Sentences**:
      1. Have students write “Pattern Sentences” that fit the patterns in the current lesson. (Encourage students to use new vocabulary words of the week, as well as spelling words.
        - a. The teacher moves about the room and corrects students’ work on pattern sentences.
        - b. Students’ final sentences should be correct in grammar and spelling.
      2. Have the students diagram the sentences they have written.



- v. Complete teaching the other grammar concepts introduced on the Test using the transparency. Engage students with **questioning** and independent **practice**.
- c. **Assessment.** Use the Shurley Grammar tests, supplemented by questions that require students to write pattern sentences (2) and to diagram sentences (2-3).
3. **Editing Practice:** Practice editing paragraphs from *Daily Paragraph Editing*,
4. **Application to “real” sentences:** Select sentences from literature or other sources that do not fit the simple Shurley model and classify them together, labeling as many parts of speech as they have learned. Students need to learn to identify and understand the basic elements of the sentence structure even when there are additional modifying phrases and clauses.

### **SPECIFIC HANDWRITING OBJECTIVES**

1. Write all school work in cursive comfortably and consistently with the correct pencil grip and letter formation by 3<sup>rd</sup> quarter.
2. Be able to write on wide-ruled paper with lower case letters with consistently correct letter formation, spacing and size (lower case letters half the size of tall letters).

### **HANDWRITING LESSON PLANNING AND TEACHING STRATEGIES:**

1. **Old students:** For students who were in 3<sup>rd</sup> grade at AFA, use the *Zaner-Bloser Practice Masters* and make copies for students as needed. Students will not have their own workbook. They will finish the practice masters 1 – 26 at the same time new students are working on the single letters.
2. **New students:** For students who are new this year in your class and have not had cursive before, make copies of pages from the *Zaner-Bloser Handwriting 3* student book so they can get caught up. Review of individual letters begins on p. 45. They will finish the lessons on single letters in 26 lessons.
3. After 26 lessons, both old and new students can begin using the Practice Masters 27 – 54.
4. Before students are given a page to do on their own, the formation needs to be taught and modeled by the teacher. Circulate around the room to correct pencil grip and formation (including start points).
5. When students are practicing cursive, their writing needs to match in size and formation the example they are copying. If it does not, they need to complete the page again. (Make plenty of copies.)
6. Make copies of Practice Master 54 and use it as an evaluation page for each student.
7. Practice Master 58-60 give you wording to use to describe the strokes for each letter.
8. The Practice Masters should be completed by the end of the second quarter. From that point on, give students pages from the *Scripture* book to keep up their skills during the remainder of the year. (A half page at a time is sufficient.)
9. Students may use cursive from the beginning of school if they prefer. Beginning in the second quarter, have students write in cursive for spelling tests. If they are not sure their formation is correct, they may print the word next to the cursive.
10. From the 3<sup>rd</sup> quarter through the end, students should write in cursive for all school work.

## **SPECIFIC COMPOSITION OBJECTIVES**

1. Learn to narrative using a one-level outline.
2. Understand how to organize paragraphs, each on a single subject with a topic sentence.
3. Expand vocabulary by using the dictionary and thesaurus.
4. Learn to write a chronological narrative of the following:
  - a. Past event
  - b. Scientific discovery
5. Write a description of a person using a one-level outline.
6. Use the following stylistic techniques to improve creative expression from the IEW curriculum (see Sync file):
  - i. **“Dress Ups”**
    1. Strong verbs
    2. Quality adjectives
    3. Adverbs
    4. Alliteration
    5. “Who/which” clauses
    6. “Because” clause
    7. “When, while, where, as, since, if, although” clauses
    8. Use substitutions for the following “banned” words:
      - a. *say/said* (exclaim, intone, assert, cried out, screech, etc.)
      - b. *like* (enjoy, savor, crave, taste, luxuriate, relish, bask, treasure, etc.)
      - c. *go* (rush, journey, tour, trek, a
      - d. *dvance*, depart, flee, abscond, etc)
      - e. *get* (obtain, acquire, capture, solicit, seize, etc.)
      - f. *nice* (agreeable, decorous, refined, fitting, gentle, dainty, etc.)
      - g. *pretty* (beautiful, magnificent, alluring, gorgeous, comely)
      - h. *see* (observe, inspect, notice, view, etc.)
      - i. *eat* ( devour, ingest, consume, nibble, gnaw, etc.)
      - j. *big* (capacious, immense, gargantuan, enormous, etc.)
  - ii. **“Sentence Openers”**
    1. Simple subject
    2. Prepositional
    3. -“ly” adverb
    4. Participle (“ing”)
    5. Clausal
  - iii. **“Decorations”**
    1. Question
    2. Conversation/dialogue
    3. Simile/metaphor
    4. Alliteration
  - iv. **“Sentence Styles”**
    1. Repeating “-ly” adverbs (Angrily and violently he swung . . . )
    2. Repeating verbs ((The mouse gnawed, jerked and yanked . . . )
7. **Research Paper:** Students will write a research paper to be used as the basis for their Living History Museum presentation. **(mid-March through mid-May)**
  - a. Research information on a character from *The Iliad*, *The Odyssey* or other sources of Greek mythology, and record information on note cards.

- b. Prepare an outline of the paper.
- c. Write a research paper (4-5 pages).
- d. Students should prepare and memorize their presentations (3-4 minutes) without using notecards. The student pretends to be the historical figure telling about his life and accomplishments. (*See the Living History Teacher's Packet for more details.*)

#### **COMPOSITION LESSON PLANNING AND TEACHING STRATEGIES:**

1. In 4<sup>th</sup> grade, Parts I and II of *Writing with Skill, Level I*, (through week 15) will be covered. The remainder of the book will be covered in 5<sup>th</sup> grade.
2. Students will always write a first draft which they self-edit before handing in. The teacher collects, grades and edits the draft.
3. Drafts are returned to the students who will then write a final composition to be graded (based on completion and incorporation of all edits). The final is worth half of the original draft.

#### ***Note:***

- All writing of first drafts should be completed in class. A slower student may take home his final draft to complete.

#### **GRADING GUIDELINES**

- Grammar and Composition are graded as separate classes.
- In composition, the outline, rough draft and final copies of compositions are graded.
- Handwriting is also given a grade on the report card as a separate class.

#### **SCHEDULE:**

4 days per week, 45-minute periods. Total: 3.0 hours per week.

## **Fourth Grade History**

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### **TEXTS AND MATERIALS:**

#### **Primary Materials**

*Story of the World, Vol. I, Ancient Times*

*Story of the World, Vol. I, Ancient Times Activity Book*

Comprehension Resources, Story of the World I (in Sync file)

*Famous Men of Greece* (FMG)

*Famous Men of Rome* (FMR)

#### **Supplementary Materials**

*The Story of the Ancient World*, Christine Miller

*The Story of the Romans*, H.A. Guerber

*Eusebius: The Church History*, Maier

*The Story of Civilization, Vol. I*, Stanton and Hyma

*A Message of Ancient Days*, Houghton Mifflin

*Grammar of History Timeline*

*Modern Rhymes about Ancient Times* (3 books: Egypt, Greece, Rome books)

History Pockets

Outline map book

Site for poems: <http://www.history-for-kids.com/ancient-history.html>

### **GENERAL HISTORY OBJECTIVES**

1. Understand that all of history has proceeded according to God's sovereign plan, and is framed by His three great actions: the creation of the heavens and the earth, the first coming of Christ, and the consummation of all things at Christ's second coming.
2. Whenever possible, analyze and discuss historical events as they reveal God's redemptive plan to bring more people to Christ, sanctify His church and protect the purity and right understanding of His word.
3. Understand events which show the sin of man and the effects of his depravity apart from God.
4. Recall a timeline of historical events from 4000 BC to 1991 AD, integrated with Biblically significant events and highlighted by God's redemptive actions on behalf of His people.
5. Students should not merely know facts about the period being studied, but be able to understand the narratives in terms of causes and effects and be able to make meaningful comparisons with other historical events and people.
6. Students will create a history portfolio of significant events studied with written synopses and creative illustrations.
7. Students will be able to identify on a map the continents, oceans, and the major countries, geographical features and cities of the world, particularly those studied during the year.

8. Students will grow in their ability to present information eloquently, confidently and enthusiastically.

*The fourth grade history curriculum begins the second cycle through ancient history from creation through the fall of Rome. The same chapters in Story of the World will be covered as were covered in 1<sup>st</sup> grade, but the topics will be studied and discussed in greater depth.*

### **SPECIFIC HISTORY OBJECTIVES**

1. Recite the *Grammar of History Timeline* from beginning to end, and be able to explain the significance and details of the events from 4000 BC through the Civil War.
2. Recite history-related poems (see *Modern Rhymes for Ancient Times: Greece, Rome, Egypt*).
  - a. **Egypt**
    - i. "The Sphinx"
    - ii. "Mummies"
    - iii. "Rosetta Stone"
    - iv. "Hyksos"
    - v. "Isis"
    - vi. "Neco"
    - vii. "King Tut"
  - b. **Greece**
    - i. "The Greek Alphabet" (write the upper and lowercase Greek alphabet on a portfolio page)
    - ii. "Greek Columns"
    - iii. "Battle of Marathon"
    - iv. "The Philosopher Socrates"
    - v. "Hippocrates"
    - vi. "Childhood in Sparta"
    - vii. "The Gordian Knot"
    - viii. "Zeus"
    - ix. "The Myth of the Minotaur"
    - x. "The Myth of the Fates"
    - xi. "The Myth of Medusa"
  - c. **Rome**
    - i. "Remus and Romulus"
    - ii. "The Seven Hills of Rome"
    - iii. "Roman Dinner Party"
    - iv. "Roman Numerals"
    - v. "Julius Caesar"
    - vi. "Pompey"
    - vii. "Nero"
    - viii. "The Praetorian Guards"
    - ix. "Crossing the Rubicon"
    - x. "The Emperor Augustus"
    - xi. "The Fall of Rome"
3. Identify and locate all countries (ancient and modern names) and geographical features that are addressed in *Story of the World, Vol. 2*.
4. Describe the basic lifestyles of people during this period of history, including dress, technology, vocations, religious practices, education, housing, and entertainment.

5. Recall the following significant people and events from the following chapters of *Story of the World, Vol. I*, supplemented by additional texts and materials.

**Archaeology / Creation (Week 1)**

- a. Tools and resources of archaeology
- b. Understanding the history timeline (BC, AD, centuries)
- c. Determining the age of artifacts (methods of dating)
- d. Biblical account of creation
- e. Cain and Abel

**The Early Nomads / Fertile Crescent (Week 2)**

- a. The earliest nomads
- b. The cave paintings at Lascaux
- c. Early farming
- d. The Fertile Crescent
- e. Noah and the Flood
- f. The Tower of Babel

**Early Egyptians (Week 3)**

- a. The importance of the Nile
- b. Menes and the unification of Upper and Lower Egypt
- c. Egyptian religion
- d. Major Egyptian myths (ongoing as “read-alouds”)

**Cuneiform / Hieroglyphics (Week 4)**

- h. Sumerian civilization and cuneiform writing
- i. Egyptian hieroglyphic writing

**The Old Kingdom of Egypt (Week 5)**

- a. Egyptian beliefs about life and death (mummification)
- b. The pyramids (construction and use)
- c. The Great Pyramid
- d. The Sphinx
- e. Egyptian life (kings, priests, scribes, artisans and farmers)

**Sumer and the Sumerians (Week 6)**

- a. Mesopotamian geography
- b. Sumerian city-states (Ur, Kish, Lagash)
- c. Invention of the wheel
- d. Sargon and the Akkadians

**The Story of Abraham and the Jewish People (Week 6-7)**

- a. The stories of the call of God to Abraham, the birth of Isaac, the sacrifice of Isaac, through the 12 sons of Jacob.
- b. The story of Joseph and the survival of the Jews.

**The Assyrians (Week 7)**

- a. Sargon and the Akkadian Empire

- b. Shamshi-Adad
- c. The story of Gilgamesh

### **Hammurabi and the Babylonians (Week 8)**

- a. Babylonian takeover of Assyria
- b. Code of Hammurabi
- c. Comparison and contrast: Hammurabi vs. Assyrian rulers
- d. Accomplishments of the Babylonians

### **The Middle Kingdom of Egypt (Week 9)**

- a. Egypt invades Nubia
- b. The Hyksos invade Egypt

### **The New Kingdom of Egypt (Week 10-12)**

- a. The accomplishments of Thutmose I – Thutmose III
- b. Hatshepsut's reign and achievements
- c. Amenhotep, Nefertiti and monotheism in Egypt
- d. Changes in Egyptian art (paintings, sculpture)
- e. Egyptian "medicines"
- f. The discovery of King Tut's tomb
- g. Ramses II
- h. Story of Moses and the Passover
- i. Egyptian Day with 1<sup>st</sup> grade (Egyptian feast, games, crafts)

### **The Phoenicians (Week 13)**

- a. Phoenician trading, shipbuilding
- b. The founding of Carthage (story of Dido)
- c. The Phoenician alphabet

### **The Rise of the New Assyrian Empire (Week 13)**

- a. Ashurbanipal
- b. The library at Nineveh
- c. Tiglath-Pileser III
- d. The fate of the northern kingdom of Israel

### **The Rise of the New Babylonian Empire (Week 14)**

- a. Nebuchadnezzar
- b. The attack on Judah, exile of the Jews
- c. Story of Daniel and his friends
- d. How God taught Nebuchadnezzar a lesson
- e. The Hanging Gardens of Babylon
- f. Astronomy in Babylon

### **Life in Early Crete / Minoans (Week 15)**

- a. Culture, art and entertainment in Crete
- b. The palace at Knossos
- c. The story of the Minotaur
- d. The end of the Minoan civilization

### **The Mycenaeans / Dark Ages (Week 16)**

- a. Mycenaean weapons, culture, bronze craft
- b. Invasions of the barbarians
- c. The “Dark Age” of Greece

### **Early Greek Literature/Myths (Week 17)**

- a. Learn the Greek alphabet (how to write and pronounce)
- b. In literature, students will read *The Children’s Homer*.

### **The Medes and the Persians (Week 18)**

- a. The Rise of the Medo-Persian Empire
- b. Cyrus the Great
- c. God’s purpose in raising the Medo-Persians to destroy Babylon and allow the return of the Jewish captives

### **Sparta and Athens (Week 19)**

- a. What was a “city-state”?
- b. Compare and contrast Athenian and Spartan culture
- c. Learn the differences between a democracy, monarch and oligarchy
- d. How was Athens ruled?

### **Ancient Greek Culture (Week 20-21)**

- a. Architecture
- b. Drama
- c. Education
- e. The Olympic games

### **Greek Mythology (Week 22)**

- a. Learn the major Greek myths, gods and goddesses (reading in Literature class: *Greek Myths*)

### **The Wars of the Greeks (Weeks 23-24)**

- a. The Persian Wars
  - i. King Darius
  - ii. Battle of Marathon (FMG: Miltiades, the Hero of Marathon)
  - iii. Persian “bridge” of boats across the Hellespont
  - iv. King Xerxes
  - v. Battle of Thermopylae (FMG: Leonidas at Thermopylae)
  - vi. Naval warfare (triremes)
  - vii. Battle of Salamis (FMG: Themistocles)
- b. The Peloponnesian Wars
  - i. Pericles (FMG: Pericles, Alcibiades, Lysander)
  - ii. The Plague
- c. Socrates and Plato (FMG: Socrates)

### **Alexander the Great (Week 25)**

- a. Rise of Macedonia (FMG: Philip of Macedonia, Alexander the Great, Demosthenes)



- b. Stories of Bucephelas and the Gordian Knot
- c. Alexander's conquests
- d. The death of Alexander and the division of his empire
- e. The Wonders of the Ancient World
- f. Greek Olympics and Feast with the 1<sup>st</sup> graders

### **The Rise of Rome (Week 26)**

- a. Romulus and Remus (FMR)
- b. Rome's early kings
- c. The Etruscans
- d. Students will begin reading *The Aeneid for Boys and Girls* in literature class.

### **The Roman Empire (Week 26-28)**

- a. The rise of the republic
- b. Government/society structure (consuls, senators, tribunes, citizen assemblies, plebeians, patricians)
- c. The Twelve Tables
- d. Roman mythology
- e. Architecture, aqueducts and roads
- f. Gladiators
- g. The persecution of Christians

### **The Punic Wars (Week 28)**

- a. Hamilcar and Hannibal
- b. General Scipio and the defeat of Hannibal

### **End of the Roman Republic (Week 29-30) (FMR)**

- a. Rise of Julius Caesar
- b. The Gallic Wars
- c. Crossing the Rubicon
- d. Caesar and Cleopatra in Egypt
- e. The death of Caesar

### **Augustus Caesar (Week 31) (FMR)**

- a. Rise to power
- b. Comparisons and contrasts with Julius Caesar
- c. Expansion of the empire
- d. Pax Romana
- e. The advent of the kingdom of God (advent of Christ)

### **Rome and the Christians (Week 32)**

- a. The reign of Nero (FMR)
- b. The persecution of Christians

### **The Decline of Rome (Week 33) (FMR)**

- a. Marcus Aurelius
- b. Septimus Severus
- c. The British rebellion – Boudica and the Celts

- d. The division of the Roman Empire into East and West – Maximian and Diocletian
- e. Constantine and the Edict of Milan

### **The Attacking Barbarians (Week 34)**

- a. Attila the Hun
- b. Visigoths
- c. Stilicho
- d. Vandals

### **The End of Rome (Week 35)**

- a. The last Roman emperor, Romulus Augustus
- b. The growth of the church
- c. Causes of the fall of Rome
- d. The contributions of the Romans

## **LESSON PLANNING AND TEACHING STRATEGIES:**

1. **Memory Work:** (*Daily at the beginning of each class for 10 minutes*) Sing songs and review chants, rhymes, and question/answer recitations. This is primarily a means of reviewing facts learned and committing them to memory, not the primary means of instruction.
  - a. *Grammar of History Timeline* from 4000 BC to 1991 AD
  - b. History poems from *Modern Rhymes about Ancient Times*
  - c. Question/answer review of recent events studied to lay the foundation for the current lesson of the day.
2. **Student Engagement:** Lessons should not consist of merely reading a *Story of the World* chapter or other textual material aloud with the students. Students need to be engaged with:
  - a. Vibrant, dramatic telling of the historical narrative (remembering that the best teachers are the best actors).
  - b. Visual aids (drawing maps and pictures on the board, using library book or internet pictures, etc.)
  - c. Giving students the opportunity to act out a scenario.
  - d. A variety of activities: games, crafts, videos, in-class projects
  - e. Discussion and questioning that:
    - i. Encourages students to make comparisons and contrasts with other events and people.
    - ii. Helps students relate historical/cultural knowledge to their own lives and culture, and encourages them to illustrate the events from their own experience.
    - iii. Requires the student to give a reason for his statements and answers.
3. **Portfolio Work:**
  - a. This is the student's homemade history book. For the 1<sup>st</sup> quarter, the teacher and students will write a paragraph together summarizing the events studied. Then students will illustrate with drawings, coloring pictures, maps, factual information, "history pocket" items, etc. By the 3<sup>rd</sup> quarter, students should write their own

paragraphs (edited and corrected first) in the portfolio in response to guiding questions.

4. **Review and Assessment:**

- a. *Informal daily assessment:* Students respond to questions (in complete sentences), orally or in writing, to explain the concepts learned during the lesson.
- b. *Written Tests:*
  - i. Written tests are given once every 2 weeks on two chapters at a time.
  - ii. Tests do not have multiple choice or true/false questions. Instead, students write their knowledge in complete sentences with proper grammar and punctuation, often
  - iii. Fourth grade history tests should generally have 3 sections:
    - Content section: Roughly 7 to 12 complete sentence answers, a few short answers, and occasional fill-in the blanks (no multiple choice).
    - Geography section relating to area being studied: label countries, geographic features, etc.
    - Timeline section: 6-10 timeline events. Give either the date or the event, and the student fills in the missing information. (The timeline can be tested separately if desired.)
- c. *Review sheets:* Students are given a review sheet at least a week ahead of the test from which they will study. The review sheet answers should be completed together in class while modeling for them proper sentence structure, punctuation, etc.
- d. Tests should be graded and returned to students within 3 days, and the answers should be reviewed together before sending the test home to be signed by parents.

5. **Presentation Projects:**

- a. Living History Museum research paper and presentation (April or May). (Details are in the Living History folder in your 4<sup>th</sup> grade Sync file.

**HISTORY FIELD TRIPS AND SPECIAL EVENTS:**

1. Museum of Natural History
2. Greek Olympics and Feast (combine with 1<sup>st</sup> grade)

**GRADING GUIDELINES**

Grading is based on:

- Written tests: 80% (includes history compositions and presentations)
- Portfolio: 20%
  - Neatness
  - Following directions
  - Well-written paragraphs

**SCHEDULE:**

Four 45-minute periods per week – total 3 hours

## ***Fourth Grade Geography***

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### **PRIMARY TEXTS AND MATERIALS**

*Geography I: Middle East, North Africa, and Europe Student Workbook* (one per student)

*Geography I: Middle East, North Africa, and Europe Student Textbook* (one per student)

*Geography I: Middle East, North Africa, and Europe Teacher's Guide*

Suggested internet sites:

[www.opendoorsusa.org](http://www.opendoorsusa.org)

[www.nationalgeographic.com](http://www.nationalgeographic.com)

### **GEOGRAPHY OBJECTIVES**

1. Read and utilize a map key/legend.
2. Identify north, south, east and west.
3. Identify and use parallels and meridians.
4. Identify and use scale on a map.
5. Identify and locate the major mountain ranges and bodies of water in old and modern Europe , northern Africa, and the Middle East.
6. Learn the modern name, the capital and the ancient name of (when applicable) of the countries listed below, and learn several major facts about each country. Be able to label all on a map:

a. **Middle East**

- i. Israel
- ii. Jordan
- iii. Syria
- iv. Lebanon
- v. Iraq
- vi. Iran
- vii. Turkey
- viii. Saudi Arabia
- ix. Afghanistan
- x. Pakistan

b. **North Africa**

- i. Egypt
- ii. Sudan
- iii. Libya
- iv. Tunisia
- v. Algeria
- vi. Morocco

c. **Mediterranean Europe**

- i. Greece
- ii. Italy
- iii. Spain
- iv. Portugal

d. **Central Europe**

- i. France
- ii. Switzerland
- iii. Austria
- iv. Germany

e. **British Isles / Low Countries**

- i. Netherlands
- ii. Belgium
- iii. United Kingdom
- iv. Ireland

f. **Scandinavia**

- i. Norway
- ii. Sweden
- iii. Denmark
- iv. Iceland
- v. Finland

g. **Eastern Europe**

- i. Russia
- ii. Estonia
- iii. Latvia

- iv. Lithuania
- v. Belarus
- vi. Ukraine
- vii. Poland
- viii. The Czech Republic
- ix. Slovakia
- x. Hungary
- xi. Romania
- xii. Bulgaria
- xiii. Albania
- xiv. The Balkans

### **LESSON PLANNING AND TEACHING STRATEGIES:**

1. **Pacing:** Focus on one lesson per week.
2. **Class Time:**
  - a. Day 1: Read together the text of the lesson with interesting facts about each country.
    - i. Have students narrate back all the information they can find in the text.
    - ii. Supplement the lesson with pictures or video from the internet (see Google Earth or other sites related to each country).
    - iii. Discuss the prevalence of true Christian believers in each country and issues of persecution.
    - iv. Pray for the gospel to spread and for the church in each country.
  - b. Day 2:
    - i. Review facts and map from Day 1.
    - ii. Students label map for the lesson's region.
  - c. Day 3: (One of the following)
    - i. "Quick Quiz" (Students label blank map for only 1 lesson from the *previous* week) (Teacher copies and provides blank map.)
    - ii. Book Quiz on last 4 lessons (Copy provided in the back of the Teacher's Guide).
    - iii. Unit Test (Copy provided in the Teacher's Guide)

### **GRADING GUIDELINES**

Spelling counts for names of places, countries, geographical features

- Minor errors (one letter):  $\frac{1}{4}$  point per error off the total content grade
- Major errors (more than one letter): Answer is incorrect

Tests: 80%

Quizzes: 20%

### **SCHEDULE**

3 classes per week, 15-30 minutes each: Total 45 – 1.25 hours per week

## ***Fourth Grade Literature***

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### **TEXTS AND MATERIALS:**

#### **Primary Materials**

##### **Comprehension:**

McCall Crabbs: Standard Test Lessons in Reading, Book C

##### **Literature to Read in Class and for Homework:**

*Prince Caspian*, and Progeny Press study guide (5 weeks)

*Voyage of the Dawn Treader* and Progeny Press study guide (5 weeks)

*Greek Myths*, D'Aulaire and Memoria Press study guide (4 weeks)

*The Children's Homer*, and study guide (8 weeks)

*The Aeneid for Boys and Girls* (3-4 weeks)

*The Bronze Bow*, and study guide (8-9 weeks)

*Detectives in Togas*, and study guide (teacher read-aloud or student book if time permits)

##### **Teacher Read-Aloud Books**

*The Horse and His Boy* (required)

*Tales of Ancient Egypt*

*Tales of Greek Heroes*

*Theras and His Town*, Snedeker

*The Spartans*, Snedeker

*Red Sails to Capri*, Weil

### **GENERAL OBJECTIVES**

1. Understand that God has created language and written communication so that we might use it to reflect on Him, His principles and all that He has created.
2. Develop Christ-like character and a biblical worldview through reflection upon the characters and themes of the literature we read.
3. Continue to improve reading fluency and expression.
4. Develop thoughtful comprehension through the discussion of truth, goodness, virtue and beauty in literature.
5. Develop better listening comprehension.
6. Increase knowledge of new vocabulary and be able to use new words correctly in writing.
7. Increase students' enjoyment of reading with engaging literature selections.
8. Develop students' ability to discuss ideas and make comparisons/contrasts with other situations and characters.

## **SPECIFIC LITERATURE OBJECTIVES**

### **Fluency**

1. Use clues within the structure of the written language to enable fluent, meaningful, and expressive oral reading. These clues include: punctuation, dialogue conventions, phonetic rules, parts of speech, connection of ideas, themes through a passage, presence of important transition and signal words (indicating time, sequence, cause/effect, and comparison).
2. Read with excellent volume and appropriate, engaging expression.

### **Vocabulary Development**

1. Use context clues to infer the meaning of unfamiliar words and their significance to the passage.
2. Learn new vocabulary words encountered in their reading.
3. Be familiar with and identify examples of the following terms:



*non-fiction*

*fiction*

*character*

*characterization*

*setting*

*hero*

*plot*

*conflict*

*climax*

*solution/resolution*

*foreshadowing*

*metaphor / simile* (know the  
difference)

*point of view*

*voice*

*quest*

*rhyme*

*rhythm*

*stanza/line*

*alliteration*

*onomatopoeia*

### **Comprehension**

1. Identify the types of writing/four main purposes of an author (narration, description, exposition (reporting), or persuasion) as they occur in literature texts.
2. Retell, narrate, and summarize a passage or story (orally and in written expression).
3. Identify, compare and contrast characters according to their characteristics, positions, virtues, relationships to each other, roles in the books, etc., verbally and in writing.
4. Identify and discuss the motivating principles of characters and distinguish between principles that are consistent with God's word and those that are not, verbally and in writing.
5. Recall and sequence the main events of a story with a clearly articulated understanding of cause and effect.
6. Identify problems or conflicts in a story and explain how they are resolved, verbally and in writing.
7. Identify main story elements: character, setting, plot.
8. Use "Structure Words" to better visualize the events, places and characters in stories.
9. Distinguish between first, second and third person narration.
10. Describe the tone of the author.

### **LESSON PLANNING AND TEACHING STRATEGIES:**

#### **Fluency Practice**

1. Students should read aloud daily at a pace that does not interfere with comprehension.
2. Students should read loudly enough that all in the room can hear comfortably, with strong voices and appropriate expression.

#### **Vocabulary Development**

1. Students keep a vocabulary log (created together as a class).
2. Hold spelling and vocabulary bees to help students retain the vocabulary words.

#### **Reading Comprehension**

1. Socratic discussion about the book, in large or small groups.
2. Students answer oral and written questions.
3. Using the "literature circle" method, assign students jobs for their homework reading (see Literature Circles Guide).
4. Stimulate students to visualize the story in their heads with explicit "pictures" using the following "**Structure Words**" to help frame questions:
  - l. **What** "What is the main thing (or person) you *see* that you just read about?"
  - m. **Size** "How big is the \_\_\_\_\_?"
  - n. **Color** "What color do you *see* for the \_\_\_\_\_?"
  - o. **Number** "How many \_\_\_\_\_ do you *see*?"
  - p. **Shape** "Describe the shape you *see* for the \_\_\_\_\_."
  - q. **Where** "Where do you *see* \_\_\_\_\_ walking, playing, etc.?"
  - r. **Movement** "What do you *see* \_\_\_\_\_ doing?"
  - s. **Mood** "How does \_\_\_\_\_ *look* like he feels?" (angry, sad, happy, etc.)

- t. **Background** “What else do you *see* besides the (for example) pirate ship and the pirate? (cloudy sky, waves, dolphins leaping up, etc.)
  - u. **When** “When do you see this happening?” Early morning, night, a long time ago, etc.
  - v. **Sound** “What sounds do you hear?”
5. At least once for each book, have students make formal presentations about their reading, e.g., “Book in a Bag” report, posters about characters, etc. (see Oral Presentation Guidelines).
  6. Integrate with art, Bible, grammar, history and science through discussion, writing and presentation projects.
  7. Alternate once a week using the McCall Tests for reading and listening comprehension practice:
    - a. **For Reading Comprehension**
      - i. Students fold their paper in half so they cannot see the questions. They may not look back at the paragraph while answering the questions.
    - b. **For Listening Comprehension**
      - i. Read the McCall paragraph aloud slowly with great expression, reminding them beforehand of the “structure words” to stimulate visual imagery.
      - ii. Give the students only the answer portion of the sheet and have them answer questions.
  8. Homework Reading
    - a. Assign daily reading homework from the current literature book (a certain # of pages or a chapter, about 15-20 minutes). Students no longer read aloud to parents. Generally, they will read the next chapter. With a more difficult book, such as *The Children’s Homer*, the teacher may opt to have students re-read the same sections read in class.
    - b. The book must be sent home in a plastic zip-lock bag and returned in the bag.
  9. Give regular reading comprehension quizzes on homework reading selections.
  10. Read aloud to students from the read-aloud books listed in the Texts and Materials section at the beginning of this guide.

### **GRADING GUIDELINES**

1. Oral Reading (50%): Use the Oral Reading Assessment to determine a weekly grade for oral reading fluency.
2. Comprehension (50%):
  - a. McCall Crabb tests
  - b. Comprehension and vocabulary quizzes on reading books.

### **SCHEDULE:**

Five reading classes, 30 minutes per day, 5 days per week – total 2.5 hours  
 Teacher read-aloud, 20 minutes per day, at least days per week



## ***Fourth Grade Math***

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### ***Math Fact Minimum Benchmarks (1<sup>st</sup>-6<sup>th</sup>)***

<b>Grade</b>	<b>Number of Problems</b>	<b>Addition (0-10)</b>	<b>Subtraction (0-20)</b>	<b>Multiplication (0-12)</b>	<b>Division (0-12)</b>
1 <sup>st</sup>	50	3 min.	4 min. (0-10)		
2 <sup>nd</sup>	50	2.5 min.	3 min.		
3 <sup>rd</sup>	50	2 min.	2.5 min.	2.5 min. (0-10)	3 min. (0-10)
4 <sup>th</sup>	50	2 min.	2 min.	2 min.	2 min.
5 <sup>th</sup>	50	1.5 min.	1.5 min.	1.5 min.	1.5 min.
6 <sup>th</sup>	50	1.5 min.	1.5 min.	1.5 min.	1.5 min.

### **TEXTS AND MATERIALS:**

#### **Primary Texts: Singapore Standards Edition:**

Teacher's Guide 4A and 4B

Workbooks 4A and 4B, one per student (use for class work and homework)

Textbooks 4A and 4B, one per student (these stay at school)

Test Booklets and Answer Keys

*Sprints, Level 4*, Singapore Math

*Sprints*, 4<sup>th</sup> Grade, Bill Davidson

*Mastering Math Facts*, Crawford

*The Great Book of Counting*, Davidson

*Deco Trees: Whole Number*

*Deco Trees: Fractions, Decimals, Percent*

*Deco Trees: Unit Conversions and Geometry*

#### **Supplementary Texts**

Singapore Intensive Practice Workbook

Singapore Challenging Word Problems 4

Calculadders

Singapore Topical Worksheets, 4A and 4B (in Sync files)

**Essential Manipulatives and Visuals:**

- Counting disks
- Polyhedral dice
- Hundred boards
- Base ten sets
- Place value disks
- Geometric solids
- Clock
- Meter and yard stick
- Rulers
- Measuring tape
- Balance
- Scale (in grams and ounces)
- Spinner
- Playing cards
- Addition, subtraction, multiplication, division fact cards
- Ten-frame cards
- Whole-part cards (showing number bonds to 10)
- Popsicle sticks and rubber bands
- Linking cubes
- Timer or stopwatch
- Individual student white boards or wipe-off mats

### **GENERAL MATH OBJECTIVES**

- Understand that God gives us the gift of numbers and the system of math to help us understand His ordered creation.
- Understand the application of math to real life situations.
- Master math facts (grade level appropriate) mentally and on paper with speed and accuracy.
- Become proficient at solving problems in a variety of ways.
- Be able to explain one's mathematical reasoning to others in a coherent, well-articulated manner.
- Continue to develop strong number sense:
  - Count from any number to any number (within grade-level appropriate numbers)
  - Split a number into any number of parts
  - Compare any two numbers by subtraction and division.
  - Represent the relationships between a whole and its parts with pictures, and abstractly with numbers and number sentences.
- Determine the reasonableness of an answer.
- Continue to develop the ability to see patterns in numbers.

### **SPECIFIC MATH OBJECTIVES**

(from the Singapore Standards Scope and Sequence)

#### ***Whole Numbers***

- Use place-value models to represent numbers to 100,000.
- Read, write in words, standard, and expanded notation, identify place values of digits, and compare and order numbers within 100,000.
- Complete or extend regular number patterns for numbers within 100,000.
- Use place-value models to represent numbers to 1,000,000.
- Use place-value models to represent numbers to 1,000,000,000.
- Read, write in words, standard, and expanded notation, identify place values of digits, and compare and order numbers within 1,000,000,000.
- Complete or extend regular number patterns for numbers within 1,000,000,000.
- Round numbers within 1,000,000,000 to the nearest 10, 100 or 1000

#### ***Addition and Subtraction of Whole Numbers***

- Add/subtract numbers within 10,000.
- Use estimation to verify the reasonableness of calculated results in addition and subtraction, check subtraction problems using addition.
- Determine whether an estimate is sufficient for a specific problem situation.

#### ***Multiplication and Division of Whole Numbers***



- Multiply numbers within 10,000 by a 1-digit number.
- Divide numbers within 10,000 by a 1-digit number, including situations where there is a remainder.
- Multiply numbers within 10,000 by a 2-digit number.
- Use estimation to verify the reasonableness of calculated results in multiplication and division problems.
- Check division problems using multiplication.
- Find the factors and common factors of whole numbers within 100.
- Identify prime numbers.
- Find multiples and common multiples of whole numbers within 100.
- Use divisibility rules for 2, 3, 5, 6, 9, and 10.
- Use order of operations to solve mathematical expressions with or without parentheses.

### ***Mental Math Strategies***

- Use the commutative, associative and distributive properties to perform mental calculations and check results.
- Subtract from 1000
- Add/Subtract a number close to 1000 (e.g. 998).
- Add/Subtract tenths, hundredths, or thousandths to or from decimal numbers.
- Multiply by 99 or by 25.
- Multiply 10's by 10's or 100's.

### ***Fractions***

- Find equivalent fractions and simplest form of a fraction.
- Compare and order fractions with different denominators.
- Find the fraction of a set where the answer is a whole number.
- Find coin amounts as a fraction of a dollar.
- Find fraction of a set for measurements (e.g. 10 minutes as a fraction of one hour).
- Add/Subtract related fractions.
- Understand mixed numbers and improper fractions, convert between them, locate them on a number line.
- Relate division to fractions.
- Multiply a fraction by a whole number

### ***Decimals***

- Understand tenths, hundredths, thousandths, locate decimal numbers on a number line, compare decimal numbers.
- Convert a decimal to a fraction and simplify.
- Convert a fraction to a decimal number (denominators are a factor of 10, 100, or 1000).
- Compare and order decimal numbers of up to 3 decimal places and fractions.
- Round decimal numbers of up to 2 decimal places to the nearest whole number or to 1-decimal place.

- Add/Subtract decimal numbers of up to 2 decimal places.
- Multiply/Divide decimal numbers of up to 2 decimal places by a whole number.
- Find the quotient of a division problem correct to 1 decimal place.
- Use estimation to verify the reasonableness of calculated results in problems involving decimal numbers.

### ***Time***

- Convert between units of time.

### ***Length, Weight, Mass, Capacity***

- Add/subtract measurements in compound units.
- Multiply/divide measurements in compound units.

### ***Perimeter, Area and Volume***

- Find the area of shapes by covering them with unit squares or by counting squares.
- Understand and use units of area, such as square centimeter and square inch.
- Find the area, perimeter, and unknown sides of rectangles.
- Find the area and perimeter of composite figures made from squares and rectangles.
- Find the volume of solid figures by counting cubic units.
- Find the volume of rectangular prisms.
- Understand the relationship between cubic centimeters, milliliters, and liters.
- Identify the radius and diameter of a circle, find one given the other.

### ***Geometry***

- Describe and classify common 3-dimensional shapes according to number and shape of faces, edges, and vertices.
- Identify attributes of triangles and quadrilaterals.
- Identify acute, obtuse, and right angles and relate  $90^\circ$ ,  $180^\circ$ ,  $270^\circ$ , and  $360^\circ$  with quarter, half, three quarter, and whole turn.
- Measure and construct angles.
- Identify perpendicular and parallel lines.
- Name different types of triangles and quadrilaterals.
- Find the lengths of unknown sides given the length of other sides or the perimeter of triangles and quadrilaterals.
- Visualize, describe, and draw geometric solids.
- Identify nets of solids, or solids of nets.
- Identify congruent figures
- Create tessellations.
- Identify figures that have line symmetry.
- Identify figures that have rotational symmetry.
- Understand the coordinate grid, locate points, and write ordered pairs (first quadrant).
- Find the length of horizontal and vertical lines on the coordinate grid.

### ***Word Problems***

- Solve 2-step word problems which involve the four operations on whole numbers.
- Solve 2-step word problems which involve fractions of a set.
- Solve 2-step word problems which involve decimals and fractions.

### ***Data Analysis and Probability***

- Collect, organize, and analyze data using tables, bar graphs, tally charts, line plots, line graphs and coordinate graphs.
- Ask and solve questions related to data representation, including finding the range and mode.
- Identify the mode and median of categorical data.
- Identify ordered pairs of data from a graph.
- Represent all possible outcomes for simple probability experiments.
- Express all possible outcome of experimental probability situations verbally and numerically and as fractions.

### ***Algebra***

- Use boxes and other symbols to stand for unknown numbers in expressions and equations.
- Represent unknown quantities with bar diagrams and solve word problems involving whole numbers using bar diagrams.
- Use letters to stand for unknown numbers in equations and solve for the unknown numbers using properties of the four operations.
- Represent unknown quantities with bar diagrams and solve word problems involving whole numbers using bar diagrams.
- Use bar diagrams to solve word problems involving fractions.
- Use bar diagrams to solve word problems involving decimals.
- Solve word problems involving the functional relationship between two quantities.
- Use and interpret formulas to answer questions about quantities and their relationships.
- Write simple equations involving related changes in quantities (e.g.  $y = 3x + 5$ ) and solve for the dependent value when given the independent value.
- Solve problems involving simple linear functions with whole numbers values, write the equation, and graph the resulting ordered pairs on a grid.
- Understand and interpret negative numbers, locate negative numbers on a number line, compare and order integers.
- Recognize and extend regular number patterns that include negative numbers.

## **LESSON PLANNING AND TEACHING STRATEGIES:**

### ***I. Math Fact Practice (daily) (3 min.)***

- Timed fact practice sheets (*Mastering Math Facts* or *Pattern Sheets*)
  1. Orally review the sheet together first (call out problem and answers together)
  2. Students are timed for 1 minute; then they circle the last problem completed.

3. With red pens, students check own sheets (call out problem and answers together). They write answers for unfinished problems with the red pen.
4. These sheets are collected and graded 2-3 times per week.
5. Spend the first month reviewing addition and subtraction facts. After that point, spend 4 days a week focusing on first multiplication, then division. Give mixed practice about 1 day a week.

**J. Sprints (daily)** (3 min.)

- Sprint worksheets are used to develop number sense and to help students internalize concepts by focusing their attention on:
  - Patterns and relationships between numbers
  - Problem solving by relating the simpler problem to the more complex
- Sprints are timed for one minute.
- Sprints should be given on concepts already covered.
- For directions on administering Sprints, see the Introduction in the Sprint book.

**K. Fluency Practice (daily)** (3 min.)

- Skip counting orally, and in writing, backwards and forwards.

**L. Problem Solving (daily)** (7-8 min.)

- All lessons should include a time of solving and/or writing word problems together (2-3 problems).

**M. Main Lesson (daily)** (40 min.)

- Teach new concept or practice/re-teach previously taught concepts
- Practicing concepts in groups or individually
- Class work from Singapore Student Workbook

**N. Math Journal**

- Students will keep a math journal with sample problems from each day's lesson as well as math vocabulary they must learn.

**O. Homework (Monday – Thursday)**

- Two items should be sent home for homework each day:
  - Singapore Workbook, topical worksheets, or teacher-created sheets.
  - Math fact practice sheet
- Homework is graded for completion only.
- Homework should be used to practice concepts already learned in class. Parents should not be in the position of having to teach new concepts at home.

**P. Assessments**

- The teacher should assess students' understanding frequently by means of
  - Practice on wipe-off boards
  - Questioning
  - Short teacher-created quizzes

- Singapore curriculum tests

### **GRADING GUIDELINES**

- Tests and Quizzes 70%
  - Students are required to re-work all problems missed on tests and quizzes as a homework assignment. They will receive two grades: 1 for the original test; a 2<sup>nd</sup> for the corrected test with ½ point added back for each correction.
- Math Fact Assessments 20% (weekly)
- Homework completion 10%

### **SCHEDULE**

Five 1-hour periods per week – total

## ***Fourth Grade Phonics and Spelling***

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### **PRIMARY TEXTS AND MATERIALS:**

*Spell to Write and Read*, Senseri (SWR) (red book)  
*WISE Guide*, Senseri (brown)  
Phonogram Flashcards  
Spelling Rule Flashcards  
Phonogram CD  
Notebooks for Phonics Log  
Phonics Log Masters

### **GENERAL OBJECTIVES**

1. Appreciate that we learn phonics in order to read well, primarily so that we can read and understand God's word, the Bible.
2. Through stronger phonetic understanding, be able to comprehend and enjoy a wider variety of reading material.
3. Understand that we honor God and show thankfulness for the language He has given us when we learn our own language well and communicate with attention to correct spelling.
4. Improve analytical ability as students analyze words for applicable spelling rules.
5. Practice and improve decoding and encoding skills.
6. Improve ability to visualize symbols to improve visual memory.
7. Expand vocabulary and improve ability to use words correctly in sentences.
8. Integrate and reinforce grammar concepts as they apply to the spelling words.

### **SPECIFIC OBJECTIVES**

#### **Objectives of the *Spell to Write and Read* Program:**

1. Know all sounds of the 70 common phonograms which represent the 45 sounds in the English language:  
*a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, qu, r, s, t, u, v, w, x, y, z, ai, ar, au, aw, ay, ch, ci, ck, dge, ea, ear, ed, ee, ei, eigh, er, ey, gn, ie, igh, ir, kn, ng, oa, oe, oi, oo, or, ou, ough, ow, oy, ph, sh, si, tch, th, ti, ui, ur, wh, wor, wr.*
2. Know the 28 spelling rules in the *SWR* program.
3. Master the "advanced" phonograms (Step 38 of *SWR* program).
4. Learn to spell 940 of the most commonly used English words in lists **P through Z** in the *WISE Guide*.
5. Create a phonics log that contains these phonograms and rules along with examples of words that use them.
6. Be able to explain the rationale of each word's spelling using the spelling rules.
7. Be able to mark the spelling words with the correct mnemonic symbols.

Supplemental Exercises that focus on these objectives:

- a. Correctly add prefixes and suffixes to spelling words to make new words.
- b. Write original sentences with spelling words.
- c. Correctly write paragraphs from dictation with spelling words.
- d. Correctly identify the parts of speech of all spelling words.
- e. Learn the plural forms of spelling words that are nouns.
- f. Learn the past and future tenses of spelling words that are verbs.
- g. Learn to form degrees of comparison with spelling words that are adjectives.
- h. Learn to change adjectives into adverbs by adding *-ly*.
- i. Learn derivatives of spelling words and their meanings.
- j. Use spelling words in analogies.
- k. Learn to make metaphors and similes using spelling words.
- l. Learn multiple meanings of spelling words.
- m. Form compound words using the spelling words.
- n. Find appropriate synonyms and antonyms for spelling words.
- o. Alphabetize spelling words.

**LESSON PLANNING AND TEACHING STRATEGIES:**

**The following teaching strategies are primary:**

7. *Multi-sensory involvement*: students *see, hear, say, and write* the phonograms and spelling words.
8. *Direct instruction*: the teacher shows through modeling and examples, and the students practice to mastery.
9. *Group response*: students chant the phonograms and spelling rules.
10. *Dictation*: dictation, rather than copying, encourages students' active thinking about the words they are writing, the phonograms that comprise them, and the rules that apply.
11. *Student illustration*: students create their own phonics reference book and therefore internalize the concepts better.
12. *Socratic instruction*: through dialogue, students analyze the spelling words and determine the spelling rules and appropriate markings of words, applying the known to the unknown.

**Lesson planning overview:**

The following is an overview of a typical week. Detailed instructions for teaching the *Spell to Write and Read* program can be found in the teacher's guide.

***Spell to Write and Read* Program**

The following should be part of the daily class routine during the week. Specific lesson plans are at the top of each *WISE Guide* spelling list under "Preliminaries":

- Teach and/or review phonograms using flashcards.
- Teach/review spelling rules using flashcards.

- Monday: Send home “next week’s” list of words.
- Monday-Wednesday: Read aloud “last week’s” spelling words and enter 10 new words from “next week’s” list in the phonics log.
- Give a quick quiz on 10 of “last week’s” words (the ones they will be tested on this week). This should be checked and handed back for evening study of words missed. Students will write 3 times words missed on the back of the quiz.
- Thursday: Create/review phonics log reference pages.
- Quiz students on phonograms using their individual white boards.
- 2-3 days per week: Complete the “Spelling Enrichment” exercises listed in the “Specific Objectives” above.

***Friday, Spelling Test:***

On Friday, give a test on the previous week’s list of words. The test will cover 30 spelling words and 10 phonograms.

***Spelling Homework:***

Students should write 3 times any words missed on the daily quiz.

**GRADING GUIDELINES**

- Tests: 50%
- Usage in writing: 50% (grades recorded from written work in other subjects)

**SCHEDULE:**

Four 30-minute periods per week – total 2 hours



## ***Fourth Grade Science***

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### **PRIMARY TEXTS AND MATERIALS**

- Delta-Foss Kit: Soils, Rocks and Landforms
- Delta-Foss Kit: Sun, Moon and Planets
- Delta-Foss Kit: Weather on Earth
- Student-created science notebook (composition book)

(The above kits contain all materials for investigations, as well as accompanying science resource books for further reading.)

### **GENERAL OBJECTIVES**

- Develop an increasing appreciation of the orderly and wondrous way God has designed all living things.
- Explore the ways in which the creation reveals the attributes of God.
- Observe experimental results and learn to test one's own hypothesis.
- Practice and learn the scientific process.
- Learn by drawing, labeling, describing, and recording data.
- Compare and contrast characteristics.
- Use math to better understand science concepts.
- Apply scientific knowledge to daily life.
- Explain and present scientific knowledge and processes in a logical, articulate manner according to the AFA oral presentation guidelines.

### **SPECIFIC OBJECTIVES**

#### **SUN, MOON AND PLANETS (12 weeks)**

1. Understand that God created the heavens and the earth and said that they were good. Genesis 1:1, Genesis 1:31
2. Understand that God created man in his own image and gave him dominion over all the earth. Genesis 1:26
3. Understand that God's attributes and dominion are revealed to man through his creation. Romans 1:20
4. Observe and compare shadows during a school day.
5. Relate the position of the Sun to the size and orientation of an object's shadow.
6. Use physical models to explain day and night.
7. Know the relative sizes of the Sun, Moon and Earth.
8. Learn about the Apollo 11 space mission, the first moon landing.
9. Observe and record changes in the Moon's appearance every day for a month.
10. Analyze observational data to discover the sequence of changes that occur during the Moon's phase cycle.
11. Identify the phases of the moon.

12. Understand the causes of solar and lunar eclipses.
13. Understand the gravitational attraction of the Sun and Earth.
14. Make and interpret a model of the Earth, Moon, and Sun system.
15. Classify planets by their various properties.
16. Understand the properties of comets, asteroids, and the Kuiper Belt.
17. Record and display the organization of the solar system graphically.
18. Identify several constellations as stable, predictable patterns of stars.
19. Know about Galileo's telescope and the Hubble Telescope.
20. Write a research paper on a planet.

### **SOILS, ROCKS AND LANDFORMS** (12 weeks)

1. Investigate the composition of soil.
2. Investigate and understand the causes of physical and chemical weathering.
3. Understand how erosion and deposition occur. Use stream tables to investigate how the processes of erosion and deposition alter landforms.
4. Recognize the following landforms: arch, butte, mesa, gorge, valley, hanging valley, canyon, meander, hoodoo, exfoliation dome, spheroidal rocks, alluvial fan, beach, floodplain, delta, sandbar, levee, moraine, plains, sand dune, landslide, volcano, caldera, cinder cone, types of volcanoes, fault, plateau, mountains.
5. Understand the causes of volcanic eruptions, and learn about famous volcanic eruptions (Mt. Vesuvius, Mt. St. Helens)
6. Understand the causes of earthquakes, and learn about famous earthquakes in history.
7. Know the identifying characteristics and formations of igneous, sedimentary, and metamorphic rocks.
8. Use Mohs' Scale to identify minerals according to their characteristics: color, hardness, streak, luster, and cleavage/fracture.
9. Learn characteristics of mined minerals: gold, iron, copper, and bauxite.
10. Learn about the work of various types of geoscientists (marine, mineralogists, atmospheric scientists, seismologists, structural geologists, hydrologists, petroleum geologists, volcanologists, and soil scientists).
11. Learn how concrete is made.

### **WEATHER ON EARTH** (12 weeks)

1. Investigate properties of air.
2. Describe the atmosphere, using visual displays.
3. Use weather instruments to measure temperature, atmospheric pressure, humidity, wind direction, and wind speed.
4. Conduct experiments with heating of earth materials and with solar water heaters to build explanations.
5. Investigate the conditions that cause condensation and evaporation as part of the water cycle.
6. Interpret the data displayed on weather maps and look for patterns over time.

### **LESSON PLANNING AND TEACHING STRATEGIES:**

- **Review:** (*Daily at the beginning of each class*)
- **Main lesson:** The teaching methods should involve a combination of the following:
  1. A “hands-on” approach where the students discover the concepts through participation in experiments, engaging projects, lab reports, observation and discussion of findings. (See the FOSS Investigation Guide)
  2. Reading together/student narration of resource books that accompany each unit.
  3. Creating a science notebook (use a composition book) for entries regarding investigation and notes on factual content.
- **Review and Assessment:**
  1. (*Daily*– end of class) Students respond to questions (in complete sentences), orally or in writing, to explain the concepts learned during the lesson.
  2. *Formal Written Tests:* Written tests will be given once every 2-3 weeks. There are no multiple choice or true/false questions. Instead, students write their knowledge in complete sentences with proper grammar and punctuation.
    - a. *Review sheets:* Review sheets are given a week ahead of the test. The review sheet answers should be completed together in class while modeling for them proper sentence structure, punctuation, etc.
    - b. Tests should be graded and returned to students within 3 days, and the answers should be reviewed together before sending the test home to be signed by parents.(The FOSS curriculum provides assessments, but these are inadequate, multiple choice tests. The teacher should create assessments and review sheets instead.)

### **SCIENCE FIELD TRIPS**

1. Visit a quarry/concrete business (Vulcan Manassas Quarry tour, learning@vmcmail.com)
2. Luray Caverns
3. Natural History Museum earth science and gem sections.
4. Planetariums: Hylton Planetarium; David M. Brown
5. National Air and Space Museum
6. Udvar-Hazy Museum

### **GRADING GUIDELINES**

- Written tests: 80%
  - Grade the test first for accuracy of information and determine the numeric grade (e.g., 95)
  - Then, subtract ¼ point for spelling and grammar errors (e.g., 4 errors would make the grade a 94 instead of a 95).
- Quizzes, labs: 20%

**SCHEDULE:** Three 45-minute periods per week – total 3 hours

## ***Fourth Grade Oral Presentation Guidelines***

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### **Mechanics**

#### Introduction

1. Smile at the teacher and say “thank you” after introduction.
2. Look at the audience and make eye contact with at least two people.

#### Posture

1. Stand straight without leaning on anything.
2. The student will stand with weight equally distributed (not shifting back and forth)
3. Keep hands out of pockets.
4. Keep arms by sides, or use them for gestures.
5. Hold head up so that face (especially eyes) can be seen.
6. Notes must be held no higher than chest level.

#### Speech

1. Speak loudly enough to be heard from the back of the room.
2. Work on speaking without slang phrases (such as “you know,” “it’s like,” “I was like”)
3. Use expression and a range of vocal pitch that shows the student is interested in the topic and is trying to interest the audience. (Teacher should model this).
4. Use clear diction.

#### Facial Expression

1. Smile frequently during presentation.
2. Maintain eye contact with audience except when looking at notes.
3. The student will follow this procedure for eye contact during a presentation when following notes:
  - a. Look at notes/passage
  - b. Absorb several words
  - c. Look up at one person and engage their eyes
  - d. Look down at notes
  - e. Absorb several more words
  - f. Look at another person and engage their eyes

#### Silence/Pauses

1. The student will use appropriate pauses.

### **Presentations**

Students in 4<sup>th</sup> grade should give at least 3 presentations during the year, one of which is the Living History presentation. Other examples:

- Memorized scripture or poetry
- Oral book report
- Poster presentation (planet research paper)
- Dramatized classical composition reading (looking down only occasionally)
- Memorized monologue of literary or Biblical character

- Story narration (might use Bible story or stories from reading or history class, Greek myth)
- Tell about a topic
  - Give them the topic ahead of time with 8-10 questions they need to answer about the topic.
  - Students would use the sheet if needed during the presentation, but they should try to memorize the sheet as much as possible.
- Present a poster on a topic (animal, insect, etc.), a book character (“wanted” poster for a bad guy, “star” poster for a good character, etc.).
- Oral book report with one or more props (“book in a bag,” “character sketch,” chapter summary).
- Factual presentation (integrate with Bible, history, science) The student should learn to use keywords on notecards or an outline for these.
- Biography of famous person (dress up, use posters, use objects to represent significant things in his life, etc.)

### **Guidelines**

1. The teacher needs to model for the students how to do the type of presentation chosen for that week.
2. Some of these presentations can take the form of a recitation of memorized material during the recitation period that begins each class.
3. Fourth graders should prepare a topical presentation or memorized factual presentation once a quarter.
4. Frequency of presentations: In a class of 12 or fewer students, each student should have a presentation opportunity every two weeks. In larger classes, they need to have a turn at least once every three weeks.

# Fifth Grade

## ***Fifth Grade Homework and Grading Guidelines***

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- ❖ The total homework time should average one hour. Ask several parents each quarter to let you know if homework regularly exceeds an hour and 15 minutes even though the student is focused and compliant.
- ❖ Homework is due by 8:00 a.m. or else it is counted as late.
- ❖ Students who do not complete or who leave at home their homework three or more times in a month will visit with the principal to discuss how they can improve.
- ❖ Occasionally, students will have a long-term project to complete. During these times, some regular homework assignments will be reduced in order to provide additional time for the project.
- ❖ Independent Work: Students are not allowed to work with other students on homework assignments unless the teacher has explicitly given permission.
- ❖ Neatness: Students should write all letters and numbers neatly on the lines using upper and lower case letters correctly. The main body of lower case letters should consistently be half the size of the upper case letters. Messy work may have to be redone at home or during recess the next day.

Typical homework is listed below:

- ❖ **One math fact drill sheet (1-2 minutes)** from *Mastering Math Facts, Calculadders, or Pattern Sheets*: Parents should time the student for one minute; students circle the last problem completed. Up to one more minute should be given to complete the sheet. Parents should check for errors, and students should correct. Do not send home Sprints for homework.
- ❖ **Math problems from the Singapore student workbook (20 minutes)**: Try to complete the bar model (word problems) in class together (no more than 3 for HW).
- ❖ **Reading from literature book (15-20 minutes)**
- ❖ **Study for Tests: (15 minutes)**
  - **Spelling Test** Study the phonograms and write 3x words missed on the back of the daily quiz; return quiz to school.
  - **Bible Memory Verses**
  - **Other tests may be:** Latin, Bible, History, Science, Literature
- ❖ **Latin (5-10 minutes)**
- ❖ **In-School:** Students are allowed to begin homework in school if time permits.

## **GRADING GUIDELINES:**

### **Overall Grades**

Students receive an overall grade for each subject calculated according to this scale:

Letter Grade	Score
A+	97-100
A	93-96
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D	65-69
F	64 or below

### **Skill Sets**

Students also receive a grade for skill sets in most subjects. The skill set grading scale is below:

**E = Excels beyond expectations:** *This grade is not commonly given. When given, it reflects a level of mastery (typically beyond one's years) where a skill or practice is internalized to the extent that it requires little or no effort to exercise.*

**S = Satisfactory:** This range of "Satisfactory" listed below reflects a level of mastery that is acceptable and appropriate for the grade level and should allow a student to progress and succeed.

**S+**     *This grade indicates a high level of mastery and consistency, generally above average.*

**S**        *This grade reflects a satisfactory level of mastery that is average for the grade level.*

**N = Needs Improvement:** *This grade indicates that the student is not yet mastering the skill or practice. Additional work or attention should be given to move toward mastery.*

**U = Unsatisfactory:** *This grade indicates a low level of mastery that needs significant attention. If core skill areas are unsatisfactory, promotion to the next grade may be at risk.*

**How to Calculate a Grade for Tests with Complete-Sentence Answers** (Bible, history, science)

- Grade the test first for accuracy of information and determine the numeric grade (e.g., 95)
- Subtract  $\frac{1}{4}$  point from the score for spelling and grammar errors (e.g., 4 errors would make the grade a 94 instead of a 95).

### **How to Write a Final Grade on a Student's Paper**

10. Write the number correct over the total number of points available and give the percentage. Then take off the grammar/spelling from the total.

Example:

$$48/50 = 96$$

-2 (G/P/S) *This -2 points means there were 8 errors in*

*Grammar/Punctuation/Spelling*

**94 / A**

11. You may also give a Handwriting grade on any work the student turns in. Just write: HW: S+, for example. Record that grade in the Handwriting class.



## ***Fifth Grade Bible***

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### **PRIMARY TEXTS AND MATERIALS:**

Bible (ESV, one per student)  
Veritas Press *The Gospels* Teacher's Manual and card set  
Various commentaries and teacher resources  
Composition book (one per student)

### **GENERAL BIBLE OBJECTIVES**

10. Recognize the Bible as God's inerrant word and the only written revelation concerning Himself.
11. Understand that God is sovereign over history and reigns throughout all time and place.
12. Read the actual text rather than only hear or read a retelling of the Bible stories.
13. Understand that all of Scripture testifies to God's redemptive plan fulfilled in Christ Jesus.
14. Encourage students to understand verses in context and to see the consistency of Scripture by comparing passages with similar language and themes.
15. Let the Scriptures speak for themselves with clarification only as needed.
16. Study the Bible using inductive methodology.
17. Know and be able to articulate the Gospel, God's plan and order of salvation.
18. Encourage each student to come to the Father, through the Son, and to grow in his knowledge of and love for Him.
19. Commit Scripture to memory and understand its application in our lives.

### **SPECIFIC BIBLE OBJECTIVES**

13. Learn weekly Bible verses, write them with correct spelling and punctuation, and apply them to one's own experiences.
14. Recite, write and spell correctly all the books of the Bible.
15. Locate on a map the places where the biblical events occurred.
16. Provide oral and written narrations of events studied.
17. Using Scripture as the primary text, and the Veritas Press *The Gospels* curriculum as a guide, study the following events, and know the approximate date and location in Scripture (book and chapter):

	<b>The Gospels</b>	<b>Memory Verse/Work</b>	<b>Morning Devotions</b>
Week 1	<ul style="list-style-type: none"><li>• <b><i>Zacharias learns of John's birth</i></b></li><li>• Luke 1: 5-25<ul style="list-style-type: none"><li>○ The announcement, Zacharias's response, his consequence</li><li>○ Priesthood</li></ul></li></ul>	Apostle's Creed followed by Col. 1: 13-20 (group recitation ready by first Pastries with Parents in late October)	Living in peace with each other  Fruits of the Spirit-Love

	<ul style="list-style-type: none"> <li>No test</li> </ul>		
Week 2	<ul style="list-style-type: none"> <li><b><i>Gabriel tells Mary of the Incarnation</i></b></li> <li>Luke 1: 26-56 <ul style="list-style-type: none"> <li>Fulfillment of prophecy, Mary as an unlikely candidate, Mary's response, Mary's visit to Elizabeth</li> </ul> </li> <li>Test on Lesson 1</li> </ul>	The Magnificat (pt. 1) Luke 1: 49-51	Fruits of the Spirit- Love
Week 3	<ul style="list-style-type: none"> <li><b><i>Birth of John the Baptist</i></b></li> <li>Luke 1: 57-80 <ul style="list-style-type: none"> <li>What happens to Zacharias, Zacharias's prophecy of John the Baptist</li> </ul> </li> <li>Test of Lesson 2</li> </ul>	The Magnificat (pt. 2) Luke 1: 52-53	Fruits of the Spirit- Joy
Week 4	<ul style="list-style-type: none"> <li><b><i>Birth of Christ</i></b></li> <li>Luke 2 <ul style="list-style-type: none"> <li>Jesus and Mary in Bethlehem, conditions in which Jesus was born, response of shepherds</li> <li>Response paragraph- how was Jesus born? What was the significance of this? How does this give us an example as Christians?</li> </ul> </li> <li>Test of Lesson 3</li> </ul>	The Magnificat (pt. 3) Luke 1: 54-55 Begin Colossians 1: 13-20	Fruits of the Spirit- Peace, Patience
Week 5	<ul style="list-style-type: none"> <li><b><i>Simeon meets the Christ</i></b></li> <li>Luke 2: 25-35 <ul style="list-style-type: none"> <li>Simeon's background in the Temple, Mary's sacrifice, Simeon's reactions to Jesus, Simeon's promise</li> </ul> </li> <li>Test of Lesson 4</li> </ul>	The Magnificat (review: Luke 1:49-55)	Fruits of the Spirit- Kindness, Goodness
Week 6	<ul style="list-style-type: none"> <li><b><i>The Visit of the Magi</i></b></li> <li>Matthew 2: 1-12 <ul style="list-style-type: none"> <li>Magi's visit to Herod, Herod's fears and instruction to the wise men, Magi's visit to Jesus</li> </ul> </li> <li>Test of Lesson 5</li> </ul>	The Magnificat (Entire passage)	Fruits of the Spirit- Faithfulness
Week 7	<ul style="list-style-type: none"> <li><b><i>The Flight to Egypt</i></b></li> <li>Matthew 2: 13-23</li> </ul>	The Nunc Dimittis Luke 2:29-32	Fruits of the Spirit- Gentleness, Self Control

	<ul style="list-style-type: none"> <li>○ Herod's revenge, Joseph and Mary's flight</li> <li>• Test of Lesson 6</li> </ul>		
Week 8	<ul style="list-style-type: none"> <li>• <b><i>Jesus as a Boy</i></b></li> <li>• Luke 2: 39-52 <ul style="list-style-type: none"> <li>○ Jesus' childhood, family trip to Jerusalem with the caravan, Jesus in the Temple, Jesus' submission to his parents</li> </ul> </li> <li>• Test of Lesson 7</li> </ul>	Revelation 4:11	Jonah- obeying and trusting the Lord, seeing His forgiveness and sovereignty
Week 9	<ul style="list-style-type: none"> <li>• <b><i>Ministry of John the Baptist</i></b></li> <li>• John 1 <ul style="list-style-type: none"> <li>○ Overview of John's ministry, his prophesying the coming of Jesus, his baptism of Jesus</li> </ul> </li> <li>• Matthew 2, Mark 1, Luke 1</li> <li>• Test of Lesson 8</li> </ul>	Isaiah 9:2-3	Advent—its meaning, its significance in preparing our hearts for Christ's coming
Week 10	<ul style="list-style-type: none"> <li>• <b><i>The Baptism of Jesus</i></b></li> <li>• Matthew 3: 13-17 <ul style="list-style-type: none"> <li>○ Reason for Jesus' baptism, reason for others' baptism, 3 persons of the Trinity represented at His baptism</li> </ul> </li> <li>• Mark 1: 9-11, Luke 3: 21-22</li> <li>• Test of Lesson 9</li> </ul>	Isaiah 9:4-5	Esther- OT example how God uses unlikely people to accomplish His plans and rescue the Israelites
Week 11	<ul style="list-style-type: none"> <li>• <b><i>Temptation of Christ</i></b></li> <li>• Luke 4: 1-13 <ul style="list-style-type: none"> <li>○ Reasons for Jesus' temptations, 3 temptations, Jesus' response to each, what His responses showed</li> </ul> </li> <li>• Matthew 4: 1-11, Mark 1: 12-13</li> <li>• Response paragraph</li> <li>• Test of Lesson 10</li> </ul>	Isaiah 9:6-7	Esther
Week 12	<ul style="list-style-type: none"> <li>• <b><i>Ministry of Christ</i></b></li> <li>• Matthew 4-25 (read excerpts) <ul style="list-style-type: none"> <li>○ Themes that marked Jesus' ministry, public response to Jesus' message</li> </ul> </li> <li>• Mark 1-13, Luke 4-21, John 1-12 (excerpts)</li> <li>• Test of Lesson 11</li> </ul>	Isaiah 9:2-7	Esther

Week 13	<ul style="list-style-type: none"> <li>• <b><i>Jesus Calls Andrew and Simon Peter</i></b></li> <li>• Luke 5: 1-11 <ul style="list-style-type: none"> <li>○ Simon and Andrew's backgrounds, their fruitless efforts catching fish, Jesus' call, Simon and Andrew's response</li> </ul> </li> <li>• Matthew 4: 18-22, Mark 1: 16-20</li> <li>• Test on Lessons 12</li> </ul>	Philippians 2:1-2 Nicene Creed (cont. throughout year)	Esther
Week 14	<ul style="list-style-type: none"> <li>• <b><i>Jesus Turns Water into Wine: The First Miracle</i></b></li> <li>• John 2: 1-12 <ul style="list-style-type: none"> <li>○ Jesus' first miracle at the wedding in Cana, cultural significance of good wine being served last</li> </ul> </li> <li>• Test of Lesson 13</li> </ul>	Philippians 2:3-4	Romans- how God brings us from death to life
Week 15	<ul style="list-style-type: none"> <li>• <b><i>Merchants Driven from the Temple</i></b></li> <li>• John 2: 13-17 <ul style="list-style-type: none"> <li>○ 2 probable occasions for Jesus throwing merchants out, ways they were defiling the Temple, Jesus' actions, Court of the Gentiles</li> </ul> </li> <li>• Matthew 21: 12-13, Mark 11: 15-18, Luke 19: 45-46</li> <li>• Test of Lesson 14</li> </ul>	Philippians 2:5-6	Romans- compare sin and death with life in the Spirit, compare Adam with Jesus- how is Jesus the second Adam?
Week 16	<ul style="list-style-type: none"> <li>• <b><i>The Woman at the Well</i></b></li> <li>• John 4: 1-42 <ul style="list-style-type: none"> <li>○ Jews vs. Samaritans, Jesus' conversation with the Samaritan woman, Life only Jesus can give</li> </ul> </li> <li>• Response paragraph</li> <li>• Test of Lesson 15</li> </ul>	Philippians 2:7-8	Romans- grace vs. the Law
Week 17	<ul style="list-style-type: none"> <li>• <b><i>Miracles, Healings, and Parables</i></b></li> <li>• Matthew 13: 1-23 <ul style="list-style-type: none"> <li>○ 3 things to characterize Jesus' ministry, purpose of these signs and actions, significance (fulfillment of prophecy)</li> </ul> </li> <li>• Matthew 8: 23-27, Mark 10: 46-52</li> </ul>	Philippians 2:9-11	Romans

	<ul style="list-style-type: none"> <li>• Test of Lesson 16</li> </ul>		
Week 18	<ul style="list-style-type: none"> <li>• <b>12 Apostles Appointed</b></li> <li>• Mark 3: 13-19 <ul style="list-style-type: none"> <li>◦ Apostles, disciples, the twelve and who they were</li> </ul> </li> <li>• Matthew 10: 1-4, Luke 6: 12-16</li> <li>• Test of Lesson 17 (Review Less. 1-2)</li> </ul>	Philippians 2:1-11 (review)	Romans
Week 19	<ul style="list-style-type: none"> <li>• <b>The Sermon on the Mount</b></li> <li>• Matthew 5-7 <ul style="list-style-type: none"> <li>◦ Beatitudes, preaching about God's moral law (saving from misinterpretation), ways Pharisees had created man-made traditions</li> <li>◦ Test of Lesson 18</li> </ul> </li> </ul>	Philippians 2:1-11	Romans
Week 20	<ul style="list-style-type: none"> <li>• <b>The Sermon on the mount</b></li> <li>• Read further excerpts from Matthew 5-7 and discuss how we should live our lives in light of Jesus' sermon.</li> <li>• Writing assignment/response paragraph on principles discussed in the Sermon on the Mount</li> <li>• Test of Lesson 19 (Review Less. 3-4)</li> </ul>	Begin memorizing Ephesians 5 in preparation for final chapel.	Romans
Week 21	<ul style="list-style-type: none"> <li>• <b>Apostles Sent Out</b></li> <li>• Matthew 10: 5-15 <ul style="list-style-type: none"> <li>◦ Responsibilities of the disciples/apostles, how they were sent, message of the apostles and warning</li> </ul> </li> <li>• Mark 6: 7-13, Luke 9: 1-6</li> <li>• Test of Lesson 20</li> </ul>	Ephesians 5: 1-2	Genesis- story of Joseph- another example of God protecting His people and using terrible circumstances for good
Week 22	<ul style="list-style-type: none"> <li>• <b>Death of John the Baptist</b></li> <li>• Mark 6: 14-29 <ul style="list-style-type: none"> <li>◦ John's imprisonment, Herod's party, Salome's request, John's execution</li> </ul> </li> <li>• Matthew 14: 1-12, Luke 9: 7-9</li> <li>• Test of Lesson 21 (Review Less. 5-6)</li> </ul>	Ephesians 5: 3-5	Genesis- Joseph
Week 23	<ul style="list-style-type: none"> <li>• <b>Lazarus Raised from the Dead</b></li> <li>• John 11</li> </ul>	Ephesians 5: 6-9	Genesis- Joseph

	<ul style="list-style-type: none"> <li>○ Lazarus's family, Lazarus's illness and death, Jesus at Lazarus's grave, Lazarus raised</li> <li>• Test of Lesson 22</li> </ul>		
Week 24	<ul style="list-style-type: none"> <li>• <b><i>Jesus and the Rich Young Ruler</i></b></li> <li>• Matthew 19: 16-30 <ul style="list-style-type: none"> <li>○ Finding the way to eternal life, Jesus' story about the ruler who thought he had kept the 10 commandments perfectly, Jesus' response to him, warning for Christians</li> </ul> </li> <li>• Mark 10: 17-31, Luke 18: 18-30</li> <li>• Response paragraph</li> <li>• Test of Lesson 23 (Review Less. 7-8)</li> </ul>	Ephesians 5: 10-13	Genesis- Joseph
Week 25	<ul style="list-style-type: none"> <li>• <b><i>The Transfiguration</i></b></li> <li>• Matthew 17: 1-9 <ul style="list-style-type: none"> <li>○ Jesus on the mountain with the disciples, Jesus' glory and conversation with Moses and Elijah, Peter's suggestion</li> </ul> </li> <li>• Mark 9: 2-10, Luke 9: 28-36</li> <li>• Test of Lesson 24</li> </ul>	Ephesians 5: 14-16	Job- looking to the Lord in times of suffering and trial
Week 26	<ul style="list-style-type: none"> <li>• <b><i>The Triumphal Entry</i></b></li> <li>• Matthew 21:1-11 <ul style="list-style-type: none"> <li>○ Jesus enters Jerusalem, the people's greeting, His fulfillment of prophecy, turn of public opinions</li> </ul> </li> <li>• Mark 11: 1-11, Luke 19: 28-40, John 12: 12-19</li> <li>• Test of Lesson 25 (Review Less. 9-10)</li> </ul>	Ephesians 5: 17-21	Job
Week 27	<ul style="list-style-type: none"> <li>• <b><i>The Last Supper</i></b></li> <li>• Matthew 26: 26-30 <ul style="list-style-type: none"> <li>○ Passover meal with disciples, what it represents for us now, what it remembers, institution of the Lord's Supper, sacraments</li> </ul> </li> <li>• Mark 14: 22-26, Luke 22: 15-20</li> </ul>	Ephesians 5: 22-24	Job

	<ul style="list-style-type: none"> <li>Students write response paragraph on the importance and meaning behind the Last Supper/Institution of Communion</li> <li>Test of Lesson 26</li> </ul>		
Week 28	<ul style="list-style-type: none"> <li><b><i>Judas Betrays Jesus</i></b></li> <li>John 18: 3-11 <ul style="list-style-type: none"> <li>Jesus and the disciples in Gethsemane, Judas's betrayal</li> </ul> </li> <li>Matthew 26: 47-56, Mark 14: 43-50, Luke 22: 47-53</li> <li>Test of Lesson 27 (Review Less. 11-12)</li> </ul>	Ephesians 5: 25-27	Job
Week 29	<ul style="list-style-type: none"> <li><b><i>The Trial of Christ</i></b></li> <li>Matthew 26: 57- 27:26 <ul style="list-style-type: none"> <li>Peter denies Jesus 3 times, witnesses that condemned Jesus, Jesus' silence, High Priest turns Him over to Pilate, Pilate listens to the people, who find Jesus guilty</li> </ul> </li> <li>Mark 14:53- 15:15</li> <li>Test of Lesson 28</li> </ul>	Ephesians 5: 28-30	Job
Week 30	<ul style="list-style-type: none"> <li><b><i>The Trial of Christ</i></b></li> <li>Luke 22:66- 23:25</li> <li>John 18: 12-40 <ul style="list-style-type: none"> <li>Continue to discuss Jesus' trial and the actions of Caiaphas, Pilate, and the Jews</li> <li>Why did this <i>have</i> to happen?</li> </ul> </li> <li>Response paragraph – students answer questions in paragraph form</li> <li>Test of Lesson 29</li> </ul>	Ephesians 5: 31-33	Job
Week 31	<ul style="list-style-type: none"> <li><b><i>Crucifixion, Resurrection, Ascension of Christ</i></b></li> <li>John 19-21 <ul style="list-style-type: none"> <li>Jesus' entrance into Jerusalem, Holy Week, fulfillment of Isaiah's prophecy of Christ taking on the sins of the world,</li> </ul> </li> </ul>	Ephesians 5 (review entire passage)	Job

	<p>Christ's resurrection after 3 days, His appearance to Mary Magdalene, His triumph over death, Jesus' ascension to heaven to rule</p> <ul style="list-style-type: none"> <li>• Mark 15-16</li> <li>• Test of Lesson 30</li> </ul>		
Week 32	<ul style="list-style-type: none"> <li>• <b><i>Crucifixion, Resurrection, Ascension of Christ</i></b></li> <li>• Luke 23-24 <ul style="list-style-type: none"> <li>○ Continue discussing Jesus' death and resurrection- what actually happened when He died?</li> <li>○ Discuss prophecies fulfilled in His death and resurrection</li> </ul> </li> <li>• Test of Lesson 31</li> </ul>	<p>Ephesians 5 (Test entire passage. Students present in small groups)</p>	<p>Job</p>
Week 33	<ul style="list-style-type: none"> <li>• <b><i>Crucifixion, Resurrection, Ascension of Christ</i></b></li> <li>• Matthew 27-28 <ul style="list-style-type: none"> <li>○ Discuss Jesus' appearance to the women and His disciples, His ascension into heaven- what did this mean? (making intercession for us) What do we have now that shows He is still with us?</li> </ul> </li> <li>• Test of Lesson 32 (Review Less. 15-16)</li> </ul>	<p>Ephesians 5 (Test entire passage. Students present in small groups)</p>	<p>Various passages- Armor of God</p>
Week 34	<ul style="list-style-type: none"> <li>• <b><i>The Resurrection</i></b></li> <li>• John 20: 1-18 <ul style="list-style-type: none"> <li>○ Sunday morning- Jesus' resurrection, what His resurrection shows us, death as a result of sin, Jesus taking our sin on Himself so that we can be justified before God, we no longer need to fear death because we also will be resurrected</li> </ul> </li> <li>• Mark 16: 1-8, Luke 24: 1-49, Matthew 28: 1-10</li> <li>• Response paragraph- what did Jesus' death and resurrection from</li> </ul>	<p>1 John 2: 1-3  (Review Eph. 5)</p>	<p>Various passages- Lights to the world</p>



	<p>the dead accomplish? What does that mean for Christians?</p> <ul style="list-style-type: none"> <li>• Test of Lesson 33</li> </ul>		
Week 35	<ul style="list-style-type: none"> <li>• <b>The Ascension</b></li> <li>• Acts 1: 9-11 <ul style="list-style-type: none"> <li>○ Jesus' appearance to His disciples, His return to heaven, the coming of the Holy Spirit, Christ's continual intercession for us at the right hand of God</li> </ul> </li> <li>• Luke 24: 50-53</li> <li>• Test of Lesson 34 (Review Less. 17-18)</li> </ul>	(Review Eph. 5)	Various passages- Idea of adoption, images of God's house and we as His children
Week 36	<ul style="list-style-type: none"> <li>• <b>Great Commission</b></li> <li>• Matthew 28: 18-20 <ul style="list-style-type: none"> <li>○ Christ's mission to His disciples before His ascension, New Testament Church, making disciples of all nations (called apostles from now on), Christ's 4 commandments to the disciples in His commission</li> </ul> </li> <li>• No test – Response paragraph on what our calling is as believers to spread the Gospel</li> </ul>	Revelation 21: 3-4  (Review Eph. 5)	Various passages

### **LESSON PLANNING AND TEACHING STRATEGIES:**

- **Begin with prayer** that God would help all the students to understand and apply the lessons in the passage being studied.
- **Memory Work:** (*Daily at the beginning of each class for 10 minutes*) Sing songs and review chants, rhymes, and question/answer recitations to review previously studied material. This is primarily a means of reviewing facts learned and committing them to memory.
  1. ***Weekly Bible Memory Verses (ESV):***
    - a. Recite the verses together daily.
    - b. Have students copy the verses once during the week. Discuss spelling and punctuation.
    - c. Students are tested weekly on these verses by reciting them orally in front of the class and writing them individually.
  2. ***Other Memory Work:***

- a. These are usually longer pieces which the class recites together. Students are graded in small groups on oral recitation.
11. **Bible Study (Days 1 of new lesson):** Students should engage in discussion of the Bible text through an inductive study, taking notes on the passage together in an organized manner, such as an outline form in a Bible composition notebook. Below are important sample questions to lead students
12. through the study:
  - q. **Observation**
    - i. Who is involved in the passage? Who is speaking? To whom are the words spoken or written? Who is the audience?
    - ii. What is happening in the passage? Teaching, healing, warning, conversation, argument, battle, etc.?
    - iii. When is the event happening? Before or after what other events? When will/did the things mentioned occur?
    - iv. Where did/will these things happen?
    - v. Why is something being said? Why will/did this happen? Why at this time, to this person/people?
    - vi. How will this happen? How is it illustrated?
    - vii. Look for “key idea” words, such as *sin, grace, covenant, love, atonement*, etc.) How are they used? Explain their significance in the passage. Keep a sheet (colored is best) in the Bible section of the student binder as Vocabulary Pages.
    - viii. Are there lists, such as fruits of the spirit, works of the flesh, etc?
    - ix. Are there contrasts, such as light/darkness, proud/humble, good/evil?
    - x. Are there comparisons or similarities pointed out?
  - r. **Interpretation**
    - i. What is the main idea, lesson, or principle to be learned from the passage?
  - s. **Application**
    - v. How does this lesson apply to my life, my habits?
    - vi. Do any problems with my attitude or behavior come to mind?
    - vii. What is God trying to teach me as His child?
    - viii. What changes should it make in my life?
13. **Day 2 of new lesson:**
  - a. Students orally present Bible verse of the week (test)
  - b. Complete together the Veritas review sheet as a study aide. Answers must be in well-written complete sentences.
  - c. Begin “project” lesson from the Veritas curriculum if useful and time permits.
14. **Day 3 of new lesson:**
  - a. Students write Bible verse(s) of the week (test)
  - b. Begin/finish project from yesterday.
  - c. Plan to discuss one to two “deeper thought questions,” usually application of the story to one’s life. When time permits, students can write their answers in their Bible composition book.
15. **Presentations**

- a. One student each week should be chosen at random to give a brief oral presentation of “What We Learned” (1-2 min.) using his study notes at the beginning of a class.

**16. Review and Assessment Tips:**

- a. **Informal daily assessment:** Students respond to questions (in complete sentences), orally or in writing, to explain the concepts learned during the lesson.
- b. **Review sheets:** Students are given a Veritas review sheet 2 weeks ahead of the test from which they will study. The review sheet answers should be completed together in class while modeling for them proper sentence structure, punctuation, etc.
  - i. **Make sure you discuss daily the review questions from the upcoming test.**
  - ii. **Sample Schedule:**
    - Week 1: Begin lesson 1; create review sheet.
    - Week 2: Begin lesson 2; create review sheet; test on lesson 1.
- c. **Written Tests:**
  - i. Weekly written Bible verse memory test. (Students write out the verse.) For longer verses or multiple verses, the teacher can print about 50% of the verse with blanks for about 50% of the words and phrases.
  - ii. We use the Veritas tests that come with the curriculum. Tests do not have multiple choice or true/false questions. Instead, students write their knowledge in complete sentences with proper grammar and punctuation. Tests are given on the preceding week’s lesson, not the current week. **We skip the “timeline” section of the Veritas test.**
  - iii. **Thought Questions:** The Veritas test questions should be supplemented with a question (or two) that asks students to think further and write a paragraph. (Write on the board and do one together as a class before beginning to use them on tests.) These can be given on the day of the test, or as an in-class assignment, or for homework.
    - **Sample Thought Questions for Discussion and Tests**
      - What stuck out as the most meaningful lesson in this story for you? Explain why.
      - Did these verses raise any questions as you read? If not, what questions do you think a nonbeliever might ask? Write one question and write what you *think* might be a good answer.
      - How do you see this story pointing to Jesus Christ and his work of the gospel? Explain.
      - What is God teaching us about himself and his characteristics in this story? Be specific and relate elements and tell how they teach us about God.
      - What do we learn about human beings in this story? Be specific and relate elements and tell how they teach us about humans.
      - How does this story tell us to relate (or not to relate) to God?
      - Is this passage telling us about any commands to obey? If so, write all you see.
      - Is there an example to follow in this story? How do you know he/she is a good example?

- Are we taught about sins to avoid in this story? What are they?
- Are there promises we learn about in this story?
- What elements of this story would bring comfort to people? Why?
- Why is this story in the Bible? Why do you think God included it? What lesson might be missing if it was not included?
- Are there principles to follow in this story (pray before acting, for example)?
  - How to grade “thought” questions? Consider whether they are:
    - Backed up by accurate references to Scripture;
    - Whether they make sense;
    - Whether they are well written;
    - Whether the answer reflected effort and thought;
    - Whether it reflects an accurate understanding of the main points of the passage(s).
- iv. Tests should be reviewed together as a class before sending them home to be signed by parents.

### 3. ***Alternatives to Written Tests (for variety):***

- a. Narratives: An alternative to written tests is having students write narratives on the passages studied according to an outline or list of questions.
- b. Student Presentations

## 17. **Bible Notebook** (Composition Book)

- e. This should contain student notes from lessons (usually an outline created together, a handwritten copy of the weekly Bible verse, and personal reflections on the lesson. Entries should be neatly headed with the date, and a title (Lesson Title, Verse, Reflection).
- f. Reserve pages at the back for Bible Vocabulary (e.g., gospel, sanctification, regeneration, salvation, etc.). This section can be marked with a divider to make it easier to find.

## **GRADING GUIDELINES**

### **Grading is based on:**

- Tests (written assessments, presentations, essays): 70%
  - Grade the test first for accuracy of information and determine the numeric grade (e.g., 95)
  - Subtract ¼ point for spelling and grammar errors (e.g., 4 errors would make the grade a 94 instead of a 95).
- Memory Verses (orally and/or written): 30%

## **SCHEDULE:**

Three 45-minute periods per week – total 2.25 hours

## ***Fifth Grade Composition***

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### **PRIMARY TEXTS AND MATERIALS**

#### ***Composition***

*Writing with Skills* Level I Student Text (Begin with Week 16 of *Writing with Skills, Level 1*, and complete Week 34.)

*Writing with Skills* Level I Instructor Book

#### ***Handwriting:***

*Zaner-Bloser Cursive Level 5* Practice Masters

### **GENERAL COMPOSITION OBJECTIVES**

8. Develop skills for analyzing the structure of both sentences and paragraphs.
9. Use the narrative and description exercises of the *Progymnasmata* to develop skills for persuasive rhetoric.
10. Develop speaking and listening skills through analysis and practice.
11. Develop an appreciation for poetry and an understanding of poetic language.

### **SPECIFIC COMPOSITION OBJECTIVES**

8. Become proficient at constructing one- and two-level outlines.
9. Learn to write a description of a person.
  - a. Learn how to convey either a positive or negative impression.
10. Use metaphor to organize a character description.
11. Learn to write a biographical sketch (combine the skills of a chronological narrative and the description of a person).
12. Learn to write a description of a sequential natural process.
13. Learn to write a literary essay.
  - a. Identify the protagonist and antagonist
  - b. Explain the conflict
  - c. Explain the reasons for characters' actions
  - d. Set forth the chronological narrative to the extent needed to identify the main events.
  - e. Identify and write about the supporting characters
  - f. For stories centered around an idea (instead of a character), identify and write about that idea in a literary essay.
14. Be able to identify similes, metaphors and synecdoche.
15. Identify elements of inversion in stories.
16. Learn to take notes from research.
17. Learn to cite research sources properly with a bibliography and footnotes (MLA style).
18. Understand how to avoid plagiarism.

19. Write chronological narratives, and descriptions of persons and places, scientific descriptions, and biographical sketches with citations from notes.
20. Write essays about poetry
  - a. Identify onomatopoeia.
  - b. Identify alliteration.
  - c. Learn to read poetry aloud properly.
  - d. Learn to cite poetry properly.
  - e. Understand iambic pentameter, meter and rhyme scheme, and sonnet form.
  - f. Identify complete and incomplete dactyls.
  - g. Understand what makes a poem a ballad.
21. Practice varying sentence and phrase structures, and add “dress-ups”:
  - a. Change the voice of verbs (active vs. passive)
  - b. Transform nouns to adjectives and vice versa.
  - c. Change infinitives to participles
  - d. Change indirect objects to prepositional phrases
  - e. Write with consistent verb tense and proper punctuation/capitalization.
  - f. Provide good transitions between paragraphs.
  - g. Use direct quotes to support conclusions.
  - h. Expand vocabulary by using the dictionary and thesaurus, and by using the IEW Wall Charts, such as the “Banned Word List” and Adverb Wall Chart.
  - i. Use the following stylistic techniques to improve creative expression using the IEW curriculum:
    - i. **“Dress Ups”**
      1. Strong verbs
      2. Quality adjectives
      3. Adverbs
      4. Alliteration
      5. “Who/which” clauses
      6. “Because” clause
      7. “When, while, where, as, since, if, although” clauses
    - ii. **“Sentence Openers”**
      6. Simple subject
      7. Prepositional
      8. –“ly” adverb
      9. Participle (“ing”)
      10. Clausal
    - iii. **“Decorations”**
      1. Question
      2. Conversation/dialogue
      3. Simile/metaphor
      4. Alliteration
    - iv. **“Sentence Styles”**
      1. Repeating “-ly” adverbs (Angrily and violently he swung . . . )
      2. Repeating verbs ((The mouse gnawed, jerked and yanked . . . )

22. **Research Paper:** Students will write a research paper to be used as the basis for their Living History Museum presentation. **(Start in early-March and work through mid-April. This can be done during history class period as well and at home.)**
- Research biographical information on an historical figure from one to two sources and record information on note cards.
  - Prepare an outline of the paper.
  - Write a short research paper (2-3 pages).
  - Prepare note cards to use in a presentation where the student pretends to be the historical figure telling about his life and accomplishments. (*See the Living History Guidelines for more details.*) Students should memorize their presentation and not need to use the notecards on Living History Day.

#### **COMPOSITION GUIDELINES:**

- Students always write a draft first which the teacher grades with edits and suggested corrections.
- The student then writes a final copy which is also graded.
- When assigning a draft, tell the students which “dress-ups” to include and how many of each. Students should underline the dress-ups and write the short name for them in the margin of the first draft (but not on the final).
- All writing of first drafts should be completed in class. A slower student may take home his final draft to complete.

#### **HANDWRITING OBJECTIVES**

- Review proper letter formation, upper and lower case, and connections between letters using selected pages from *Zaner-Bloser 5 Practice Masters*.
- By the end of the 1<sup>st</sup> quarter, write all school work in cursive comfortably and consistently with the correct pencil grip and letter formation. (New students with no prior cursive teaching may be given until the mid-year point.)

#### **GRADING GUIDELINES**

See the Writing Grading Guidelines in the Composition Resources folder in Sync.

See the Handwriting Rubric in Sync.

**Note:** Always give a handwriting grade on drafts and finals. Handwriting is given a separate grade on the report card.

#### **SCHEDULE:**

Alternate weeks studying grammar and composition.

During composition weeks, class is held 4-5 days per week, 45-minute periods. Total: 3-3.75 hours per week.

For the first quarter, review cursive daily (15 min. each session) using the practice masters. Thereafter, review and practice 1-2 times per week.



## ***Fifth Grade Grammar***

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### **GENERAL GRAMMAR OBJECTIVES**

1. Understand that God has given us the gift of language to help us understand His Word and communicate His truth.
2. Understand the structure of the English language.
3. Learn and apply rules that govern English grammar and sentence mechanics.
4. Understand the basic concepts of oral and written communication.

### **SPECIFIC GRAMMAR OBJECTIVES**

(Items marked with an asterisk are not practiced in the Shurley text and must be taught independently.)

13. **Jingles:** Memorize and recite the following Shurley jingles:

- a. Sentence
- b. Noun
- c. Verb
- d. Adverb
- e. Adjective
- f. 49 Prepositions (but not the other preposition jingles)
- g. Pronouns
- h. Subject pronouns
- i. Possessive pronouns
- j. Object pronouns
- k. Verb chant
- l. 23 Helping Verbs
- m. 8 Parts of Speech
- n. Direct Object
- o. Indirect Object
- p. Predicate Noun

14. **Nouns:**

- a. Identify the following functions of nouns in a sentence: subject, object of preposition, direct object, indirect object, predicate noun, possessive noun, appositives\*, collective nouns\*.
- b. Identify and correctly form the singular and plural forms of nouns.
- c. Identify common and proper nouns, and correctly capitalize when writing.
- d. Distinguish between predicate nouns and direct objects.\*

15. **Verbs**

- a. Identify action verbs, helping verbs, linking verbs and action verbs.
- b. Distinguish regular from irregular verbs.
- c. Distinguish transitive from intransitive verbs.
- d. Conjugate the regular and irregular verbs found in the Shurley practice sentences in the present, past, and future tenses.\*
- e. Conjugate the verb “to be” in the present, past, and future tenses.\*

- f. Know the principal parts of regular and irregular verbs.
- g. Identify the person, number and tense of any given verb (in the simple present, past, and future tense).
- h. Introduce the perfect tenses and progressive forms\*.
- i. Introduce active and passive voice\*.

#### **16. Pronouns**

- a. Identify and use correctly: subject pronouns, object pronouns, the understood subject pronoun, possessive pronouns.
- b. Write sentences with correct pronoun/antecedent agreement.
- c. Introduce the indefinite, reflexive, demonstrative and interrogative pronouns\*.

#### **17. Adjectives**

- a. Know the definition of an adjective and identify adjectives in sentences.
- b. Identify proper adjectives and capitalize them in writing.
- c. Identify predicate adjectives and distinguish between them and predicate nouns and direct objects.
- d. Correctly identify and use the comparative and superlative forms of adjectives.\*

#### **18. Adverbs**

- a. Know the definition of adverbs and identify adverbs as verb modifiers.
- b. Identify “negative” words as adverbs and learn how to avoid a “double negative.”
- c. Learn to write sentences with an “adverb exception.”\*
- d. Practice correcting sentences with adjectives used as adverbs.\*
- e. Learn the proper way to form comparative and superlative forms of adverbs.
- f. Identify and use conjunctive (connective) adverbs in writing\*.

#### **19. Prepositions**

- a. Memorize the 49 prepositions in the preposition jingle and be able to write them from memory.\*
- b. Identify prepositions and prepositional phrases in sentences.
- c. Write sentences with prepositional phrases with varied placement.\*
- d. Some prepositions can be used as adverbs. Be able to explain the difference and write sentences using them both ways.\*
- e. Identify prepositional phrases as adjectival or adverbial, and diagram them.

#### **20. Conjunctions**

- a. Define and memorize the coordinate and subordinate conjunctions.
- b. Classify and diagram sentences with coordinate and subordinate conjunctions.

#### **21. Interjections**

- a. Identify, classify and diagram interjections.

#### **22. Sentence parts and structure**

- a. Identify the 4 types of sentences.
- b. Identify the simple and complete subject, and the simple and complete predicate.
- c. Identify compound subjects and predicates.
- d. Diagram sentences with compound and complex components.\*
- e. Identify simple, compound sentences and complex sentences.
- f. Diagram sentences with predicate nouns and predicate adjectives.
- g. Explain (in writing and verbally) the difference between compound and complex sentences.
- h. Identify and correct run-on sentences and sentence fragments.

### 23. Quotations

- a. Correctly use quotations at the beginning, end or middle of sentences.

### 24. Reference

- a. Understand the parts of dictionary entries.
- b. Know how to use the table of contents and the index of a book.

### 25. Capitalization

- a. Know and consistently use the rules of capitalization regarding: the first word of a sentence, the pronoun *I*, names of people, names of family relationships, titles, initials, days of the week, months of the year, names of cities, states and countries, abbreviations, letter parts, names of holidays, outline parts, and the first word of direct quotations.

### 26. Punctuation

- a. Consistently use periods for the following: at the end of a sentence, after abbreviations, after a numbered list or outline.
  - b. Know and practice the rules for comma usage: between a city and state, in dates, in letter parts, in addresses, in a series, in compound and complex sentences, with direct quotations, with direct address, with appositives.
  - c. Use apostrophes correctly in contractions and possessive nouns (singular and plural).
  - d. Use quotation marks for direct quotations and titles of certain written works.
  - e. Understand the proper uses of the colon and semicolon.
  - f. Use italics or underlining for book titles.
27. Use the *Shurley Method* question-answer flow to identify parts of speech that have been covered.
28. Be able to diagram all sentences in the Shurley lessons.\*
29. Write sentences when given any classification pattern.\*
30. Make regular oral presentations of information using complete sentences according to the AFA Oral Presentation Guidelines.\*
31. Frequently edit paragraphs for punctuation, grammar and spelling errors.

## **GRAMMAR LESSON PLANNING AND TEACHING STRATEGIES:**

### 3. **Group Recitation** (daily at the beginning of each class)

- a. Jingles, definitions, chants, sound-offs: Students recite to help them remember grammar vocabulary and concepts.
- b. **Questioning and Analysis**: Follow recitations with questioning to make sure students understand what they are reciting and to lead them to think further; have students explain the reasons for their answers.

### 4. **Teaching the Shurley Lessons (2-3 days)**: We do not use the scripted lessons or the Shurley schedule listed for each lesson. In general, we modify as follows:

- a. Follow the lesson plans in Shurley, except you do **not** teach:
  - i. The Study Skills or Pretest sections at the beginning of the book.
  - ii. The writing sections throughout the book, e.g., we do not teach the “improved sentences” sections, nor the paragraph writing exercises.

- b. Using the document camera, display the “Test” for teaching and review of the current lesson, and give students their own copy on which to write. Lessons generally contain the following activities:
  - i. **Sentence classification:**
    1. Classify the sentences together, consistently followed by ***Socratic questioning*** to ensure student understanding and to help them analyze the reasons for their answers.
  - ii. **Diagramming sentences**
  - iii. Using *Basics of Diagramming* as a guide, diagram together the sentences just classified and/or use additional examples.
  - iv. **Writing Pattern Sentences:**
    1. Have students write “Pattern Sentences” that fit the patterns in the current lesson. (Encourage students to use new vocabulary words of the week, as well as spelling words.
      - a. The teacher moves about the room and corrects students’ work on pattern sentences.
      - b. Students’ final sentences should be correct in grammar and spelling.
    2. Have the students diagram the sentences they have written.
  - v. Complete teaching the other grammar concepts introduced on the Test using the transparency. Engage students with ***questioning*** and independent ***practice***.
  - c. **Assessment.** Use the Shurley Grammar tests, supplemented by questions that require students to write pattern sentences (2) and to diagram sentences (2-3).
5. **Editing Practice:** Practice editing paragraphs from *Daily Paragraph Editing* or other sources.
6. **Application to “real” sentences:** Select sentences from literature, the students’ own compositions, or other sources that do not fit the simple Shurley model and classify them together, labeling as many parts of speech as they have learned. Students need to learn to identify and understand the basic elements of the sentence structure even when there are additional modifying phrases and clauses.

### **PRIMARY TEXTS AND MATERIALS**

#### ***Grammar:***

Shurley Grammar 6 Teacher Edition (1997 ed.)

Shurley Grammar 6 reproducible Student Workbook (1997 ed.)

Transparencies of Tests, Sentences for Classification

Audio CD with jingles

*Daily Paragraph Editing Level 5*, Evan-Moor

*Basics of Diagramming*

## ***Fifth Grade Geography***

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### **GEOGRAPHY OBJECTIVES**

14. Read and utilize a map key/legend.
15. Use latitude and longitude to identify locations.
16. Identify and use scale on a map.
17. Name and label on a map the countries listed below, including selected capital cities, and major geographical landmarks highlighted in the curriculum.
  - a. The following countries of Sub-Saharan Africa:

- i. Ethiopia
- ii. Somalia
- iii. Kenya
- iv. Tanzania
- v. Rwanda
- vi. Zimbabwe
- vii. Madagascar
- viii. South Africa
- ix. Namibia
- x. Democratic  
Republic of  
the Congo
- xi. Republic of  
the Congo
- xii. Chad
- xiii. Niger
- xiv. Nigeria
- xv. Mali
- xvi. Mauritania
- xvii. Sierra Leone
- xviii. Liberia

b. The following countries of Asia

- i. Kazakhstan
- ii. Kyrgyzstan
- iii. Tajikistan
- iv. Turkmenistan
- v. Uzbekistan
- vi. India
- vii. Bangladesh
- viii. Sri Lanka
- ix. China
- x. Mongolia
- xi. Japan
- xii. South Korea
- xiii. North Korea
- xiv. Taiwan
- xv. Hong Kong
- xvi. Philippines
- xvii. Vietnam
- xviii. Burma  
(Myanmar)
- xix. Thailand
- xx. Malaysia
- xxi. Indonesia
- xxii. Singapore



- c. The following countries of Oceania, Australia and Antarctica

- i. Australia
- ii. New Zealand
- iii. Papua New  
Guinea
- iv. Guam
- v. Fiji
- vi. Samoa
- vii. American  
Samoa
- viii. Antarctica

d. The following North American countries:

- i. U.S.A
- ii. Canada
- iii. Mexico
- iv. Greenland

- e. The following Central and South American countries

- i. Guatemala
- ii. Honduras
- iii. Nicaragua
- iv. Costa Rica
- v. Panama
- vi. Cuba
- vii. Jamaica
- viii. Haiti
- ix. Dominican  
Republic
- x. The Bahamas
- xi. U.S. Virgin  
Islands
- xii. Puerto Rico
- xiii. Colombia
- xiv. Venezuela
- xv. Ecuador
- xvi. Peru
- xvii. Brazil
- xviii. Bolivia
- xix. Chile
- xx. Argentina

### **LESSON PLANNING AND TEACHING STRATEGIES:**

3. **Pacing:** Focus on one lesson per week.
4. **Class Time:**
  - a. Day 1: Read together the text of the lesson with interesting facts about each country.
    - i. Have students narrate back all the information they can find in the text.
    - ii. Supplement the lesson with pictures or video from the internet (see Google Earth or other sites related to each country).
    - iii. Discuss the prevalence of true Christian believers in each country and issues of persecution.
    - iv. Pray for the gospel to spread and for the church in each country.
  - b. Day 2:
    - i. Review facts and map from Day 1.
    - ii. Students label map for the lesson's region.
  - c. Day 3: (One of the following)
    - i. "Quick Quiz" (Students label blank map for only 1 lesson from the *previous* week) (Teacher copies and provides blank map.)
    - ii. Book Quiz on last 4 lessons (Copy provided in the back of the Teacher's Guide).
    - iii. Unit Test (Copy provided in the Teacher's Guide)

### **PRIMARY TEXTS AND MATERIALS**

*Geography II: Sub-Saharan Africa, Asia, Oceania and the Americas*, student workbook

*Geography II: Sub-Saharan Africa, Asia, Oceania and the Americas*, student textbook

*Geography II: Sub-Saharan Africa, Asia, Oceania and the Americas*, teacher's guide

Suggested internet sites:

[www.opendoorsusa.org](http://www.opendoorsusa.org)

[www.nationalgeographic.com](http://www.nationalgeographic.com)

### **GRADING GUIDELINES**

Spelling counts for names of places, countries, geographical features

- Minor errors (one letter): ¼ point per error off the total content grade
- Major errors (more than one letter): Answer is incorrect

Tests: 80%

Quizzes: 20%

### **SCHEDULE**

3 classes per week, 15-30 minutes each: Total 45 minutes – 1.25 hours per week

## ***Fifth Grade History***

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### **GENERAL HISTORY OBJECTIVES**

9. Understand that all of history has proceeded according to God's sovereign plan, and is framed by His three great actions: the creation of the heavens and the earth, the first coming of Christ, and the consummation of all things at Christ's second coming.
10. Whenever possible, analyze and discuss historical events as they reveal God's redemptive plan to bring more people to Christ, sanctify His church and protect the purity and right understanding of His word.
11. Understand events which show the sin of man and the effects of his depravity apart from God.
12. Recall a timeline of historical events from 4000 BC to 1991 AD, integrated with Biblically significant events and highlighted by God's redemptive actions on behalf of His people.
13. Students should not merely know facts about the period being studied, but be able to understand the narratives in terms of causes and effects and be able to make meaningful comparisons with other historical events and people.
14. Students will create a history portfolio of significant events studied with written synopses and creative illustrations.
15. Students will be able to identify on a map the continents, oceans, and the major countries, geographical features and cities of the world studied in history during the year.
16. Students will grow in their ability to present information eloquently, confidently and enthusiastically.

*The fifth grade history curriculum begins the second cycle through medieval and renaissance history. The same chapters in Story of the World will be covered (as in second grade), but the topics will be studied and discussed in greater depth.*

### **SPECIFIC HISTORY OBJECTIVES**

1. Recite the *Grammar of History Timeline* from beginning to end, and be able to explain the significance and details of the events from 4000 BC through 1991.
2. Recite history-related poems, speeches, selected literature.
3. Describe the basic lifestyles of people during this period of history, including dress, technology, vocations, religious practices, education, housing, and entertainment.
4. Expose students to major works of art and architecture from each period studied.
5. Students will write a research paper, 5-6 pages, on a person from the history period under study. They will then give a "Living History" presentation on that character, in costume, on the day of their Medieval Feast (see Composition guidelines).
6. Recall the following significant people and events from the following chapters of *Story of the World, Vol. II*, supplemented by additional texts and materials.



7. Identify and label maps of places significant to the events studied.

<b>Sept.</b>	<b>Middle Ages Story of the World (SW)</b>	<b>History Timeline</b>	<b>Memory Work/Projects /Art &amp; Architecture</b>
Week 1	<ul style="list-style-type: none"> <li>• <b><i>SW Ch. 1: The Glory that was Rome</i></b></li> <li>• Review Rome from last year Beginnings, coliseum events, Pax Romana, Caesar, emperors, contributions, etc.</li> <li>• History timeline</li> </ul>	1-10	
Week 2	<ul style="list-style-type: none"> <li>• <b><i>SW Ch. 1</i></b></li> <li>• Portfolio page- Roman soldier, Coliseum</li> </ul>	1-10	
Week 3	<ul style="list-style-type: none"> <li>• <b><i>SW Ch. 2: The Early Days of Britain</i></b></li> <li>• Discuss Celts, Anglo-Saxons, Romans in Britain, bards and the tale of Beowulf!</li> <li>• Map: Barbarians Come to Britain</li> <li>• Complete portfolio pg.- map of Roman Empire</li> <li>• Test Ch. 1</li> </ul>	11-20	Memorize lines from Beowulf in Old English and English (see Literature)
Week 4	<ul style="list-style-type: none"> <li>• <b><i>SW Ch. 3: Christianity Comes to Britain</i></b></li> <li>• St. Augustine goes to Britain, what he and the monks accomplished there, life/duties of monks</li> <li>• Portfolio pg.- script alphabet, map of monks in Britain</li> <li>• Test- Ch. 2</li> </ul>	21-30	Medieval Letter Illumination craft Or Monk's Cross Craft

Week 5	<ul style="list-style-type: none"> <li>• <b><i>SW Ch. 4: The Byzantine Empire</i></b></li> <li>• Constantinople, Justinian and his laws, the Hagia Sophia, the riot, Empress Theodora</li> <li>• Map: Byzantine Empire at the Time of Justinian</li> <li>• Portfolio pg.- map of Byzantine Empire, Hagia Sophia</li> <li>• Test- Ch. 3</li> </ul>	31-40	Hagia Sophia, Byzantine art
<b>October</b>			
Week 6	<ul style="list-style-type: none"> <li>• <b><i>SW Ch. 5: The Medieval Indian Empire</i></b></li> <li>• Chandragupta, Skandagupta, the Golden Age of India, invasion of the Huns, Gupta Dynasty/Empire</li> <li>• Practice outlining skills</li> <li>• Portfolio pg.- map of Gupta Empire</li> <li>• Test – Ch. 4</li> </ul>	41-50	
Week 7	<ul style="list-style-type: none"> <li>• <b><i>SW Ch. 6/7: The Rise of Islam</i></b></li> <li>• Mohammed, Mecca and Medina, the Hegira, Five Pillars of Islam</li> <li>• Maps: Birthplace of Islam; Spread of Islam</li> <li>• Portfolio pg.- 5 Pillars of Islam</li> <li>• Review- jeopardy/Sound Off/Timeline</li> <li>• Test- Ch. 5</li> <li>• Read SW Ch. 7 as Read Aloud (Sinbad and Islamic Empire)</li> </ul>	51-60	Memorize the 5 Pillars of Islam
Week 8	<ul style="list-style-type: none"> <li>• <b><i>SW Ch. 8: The Great Dynasties of China</i></b></li> <li>• Sui Dynasty, the Grand Canal, the Tang Dynasty, Yang Chien, Li Yuan, the Golden Age of China, inventions</li> <li>• Map: China and the Grand Canal</li> <li>• Portfolio pg.- map of Chinese geography/empire</li> <li>• Test- Ch. 7</li> </ul>	61-72	
Week 9	<ul style="list-style-type: none"> <li>• <b><i>SW Ch. 9: East of China</i></b></li> <li>• Yamato clan/dynasty, Japan, China, Korea, and their relationship, culture</li> <li>• Map: Korea, China and Japan</li> <li>• Portfolio pg.- map of Japan</li> <li>• Test- Ch. 8</li> </ul>	1-15	Read, write haiku
Week 10	<ul style="list-style-type: none"> <li>• <b><i>SW Ch. 11: The Kingdom of the Franks</i></b></li> </ul>	16-30	

	<ul style="list-style-type: none"> <li>• Tribes in Gaul, Merovian Dynasty, Clovis, Christianity in Gaul, Salic Laws</li> <li>• Map: The Frankish Empire under Clovis</li> <li>• Portfolio pg.- Clovis being baptized, fleur de lis</li> <li>• Test Ch. 9</li> <li>• (If time permits, use Ch. 10 – Australian Maori – as a read aloud/read along.)</li> </ul>		
<b>November</b>			
Week 11	<ul style="list-style-type: none"> <li>• <b><i>SW Ch. 12: The Islamic Invasion</i></b></li> <li>• Tariq Bin Ziyad, Muslims in North Africa, invasion of Spain, Gibraltar</li> <li>• Outline SW Ch. and highlight key terms</li> <li>• Map: The Islamic Empire</li> <li>• Portfolio pg.- map of Conquest of Spain</li> <li>• Test Ch. 11</li> </ul>	31-45	
Week 12	<ul style="list-style-type: none"> <li>• <b><i>SW Ch. 13: The Great Kings of France</i></b></li> <li>• Charles Martel (the Hammer), Charlemagne, his empire, influence</li> <li>• Portfolio pg.- flaps with faces of important kings (Charlemagne, Charles Martel, the Pepins)</li> <li>• Map: The Empire of Charlemagne</li> <li>• Test- Ch. 12</li> </ul>	46-50	Carolingian Art
Week 13	<ul style="list-style-type: none"> <li>• <b><i>SW Ch. 14: The Arrival of the Norsemen</i></b></li> <li>• Norsemen, Vikings, longboats, invasion of France (Normandy), Eric the Red, Leif Ericsson, Greenland, North America, Norse gods</li> <li>• Portfolio pg.- Viking longboats</li> <li>• Map: Viking Lands</li> <li>• Test- Ch. 13</li> </ul>	51-65	<p>Begin read-aloud from D'Aulaire's <i>Norse Myths</i></p> <p>Viking boat craft</p>
<b>December</b>			
Week 14	<ul style="list-style-type: none"> <li>• <b><i>SW Ch. 15: The First Kings of England</i></b></li> <li>• Vikings in England, Alfred the Great against the Vikings, the Battle of Hastings, Harold, William the Conqueror</li> <li>• Portfolio pg.- Bayeaux Tapestry, map</li> <li>• Map: England and Normandy</li> <li>• Test- Ch. 14</li> </ul>	66-72	<p>Memorize "Norman and Saxon" by Rudyard Kipling (full version found online)</p> <p>Bayeaux Tapestry</p>
Week 15	<ul style="list-style-type: none"> <li>• <b><i>SW Ch. 16: England After the Conquest</i></b></li> </ul>		Memorize "Norman and Saxon" by

	<ul style="list-style-type: none"> <li>The English language, Old English, Feudal System, serfs and noblemen, stone castles</li> <li>Portfolio pg.- serfs and noblemen, hierarchy</li> <li>Map: England after the Conquest</li> <li>Test- Ch. 15</li> </ul>		Rudyard Kipling (full version found online)
Week 16	<ul style="list-style-type: none"> <li><b>SW Ch. 17: Knights and Samurai</b></li> <li>English Code of Chivalry, process for becoming a knight, samurai, duties of a samurai, haikus, the “way of the warrior”</li> <li>Review Ch. 1 information</li> <li>Portfolio pg.- samurai warrior, katana</li> <li>Test- Ch. 16</li> </ul>	Review- Ch. 1	Memorize Code of Chivalry (with signs) (see Lit. Sync folder) Design Coat of Arms
Week 17	<ul style="list-style-type: none"> <li><b>SW Ch. 18: The Age of the Crusades</b></li> <li>Pope’s command, People’s Crusade, 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> Crusade, the Saracens, siege on Jerusalem, Saladin, El Cid and the re-conquest of Spain (taking it back from the Muslims)</li> <li>Discuss ideas surrounding the Crusades, reasons for going, events that happened along the way</li> <li>Portfolio pg.- map of the Crusades, crusaders fighting</li> <li>Map: The World at the Time of the Crusades</li> </ul>	Review- Ch. 2	Castle Project
Week 18	<ul style="list-style-type: none"> <li><b>SW Ch. 18: The Age of the Crusades</b></li> <li>Watch Crusade videos (parts of it)</li> <li>Review different Crusades, discuss motives, Catholic Church</li> <li>Review Ch. 2 information</li> <li>Review- Jeopardy/Sound Off/Timeline</li> <li>Test- Ch. 17</li> </ul>	Review- Ch. 2	Castle Project Prayer of St. Francis of Assisi
Week 19	<ul style="list-style-type: none"> <li><b>SW Ch. 19: A New Kind of King</b></li> <li>Richard the Lionhearted, his crusade, capture and rescue, John Lackland and the Magna Carta, influence today, Robin Hood</li> <li>Outline information on Ch. 19 together-teach techniques to students</li> </ul>	No review info this week	Castle Project  Prayer of St. Francis of Assisi  Learn Fox and Geese Game

	<ul style="list-style-type: none"> <li>Portfolio pg.- map of England during the signing of the Magna Carta</li> <li>Map: Richard and the Crusades</li> <li>Test Ch. 18</li> <li></li> </ul>		
Week 20	<ul style="list-style-type: none"> <li><b>SW Ch. 20: The Diaspora</b></li> <li>The scattering of the Jews, Yohanan ben Zakkai, Diaspora, rabbis and synagogues</li> <li><b>Castle projects due!</b></li> <li>Portfolio pg.- map of the scattering of the Jews</li> <li></li> <li>Test- Ch. 19</li> </ul>	Review- Ch. 3	Castle Project due Prayer of St. Francis of Assisi
Week 21	<ul style="list-style-type: none"> <li><b>SW Ch. 21: Mongols Devastate the East</b></li> <li>Genghis Khan, the Mongol Empire, Kublai Khan, the conquest of China, kamikazes</li> <li>Portfolio pg.- map of Mongol devastation</li> <li>Test- Ch. 20</li> </ul>	Review- Ch. 4	Prayer of St. Francis of Assisi
Week 22	<ul style="list-style-type: none"> <li><b>SW Ch. 22: Exploring the Mysterious East</b></li> <li>Marco Polo in China, the <i>Book of Marco</i>, Chinese culture, the Forbidden City of the Ming Dynasty</li> <li>Portfolio pg.- Marco Polo, map of the Silk Road</li> <li>Test- Ch. 21</li> </ul>	Review- Ch. 5	
Week 23	<ul style="list-style-type: none"> <li><b>SW Ch. 23: The First Russians</b></li> <li>The Rus in Constantinople, dealings with the Byzantine Empire, Prince Vladimir, Ivan the Great, Ivan the Terrible</li> <li>Outline chapter together, practicing skills</li> <li>Review Ch. 6 information</li> <li>Portfolio pg.- Ivan the Great and Ivan the Terrible</li> <li>Map: The Territory of the Rus</li> <li>Test- Ch. 22</li> </ul>	Review- Ch. 6	
Week 24	<ul style="list-style-type: none"> <li><b>SW Ch. 24: The Ottoman Empire</b></li> </ul>	Review- Ch. 7	

	<ul style="list-style-type: none"> <li>• Ottoman Turks attack Constantinople, Mehmed the Conqueror, lunar eclipse, Suleiman the Lawgiver</li> <li>• Complete review sheet/geography</li> <li>• Review Ch. 7 information</li> <li>• Portfolio pg.- map of Ottoman Empire</li> <li>• Test Ch. 23</li> </ul>		
Week 25	<ul style="list-style-type: none"> <li>• <b>SW Ch. 24: The Ottoman Empire</b></li> <li>• Ottoman Turks attack Constantinople, Mehmed the Conqueror, lunar eclipse, Suleiman the Lawgiver</li> <li>• Complete review sheet/geography</li> <li>• Begin working on Living History Project</li> <li>• Portfolio pg.- Suleiman the Magnificent</li> </ul>	Review- Ch. 7	Living History Project
Week 26	<ul style="list-style-type: none"> <li>• <b>SW Ch. 25: The End of the World</b></li> <li>• The plague, causes, consequences, death tolls, symptoms, methods of dealing with the illness, scientific explanations, changes in lifestyle after</li> <li>• Living History Projects</li> <li>• Portfolio pg.- black page with facts in white / or Cycle of the Plague</li> <li>• Map: Europe at the Time of the Black Death</li> <li>• Test- Ch. 24</li> </ul>	Review- Ch. 8	Living History Project
Week 27	<ul style="list-style-type: none"> <li>• <b>SW Ch. 26: France and England at War</b></li> <li>• Henry V, Battle of Agincourt, Shakespeare's Henry V, Joan of Arc</li> <li>• Watch some excerpts from Henry V (movie) – Kenneth Brannagh, director (source: YouTube)</li> <li>• Students work on note cards/costumes for their Living History Presentation</li> <li>• Map: England and France</li> <li>• Portfolio pg.- Joan of Arc, Henry V</li> <li>• Test- Ch. 25</li> </ul>	Review- Ch. 9	<p>Memorize part of Henry's famous speech at Agincourt</p> <p>Living History Project</p>
Week 28	<ul style="list-style-type: none"> <li>• <b>SW Ch. 27: War for the English Throne</b></li> <li>• Lancaster vs. York, Henry VI, Edward VI, Richard III, Edward V, Henry Tudor, the roses, story of the English princes in the tower- what happened to them?</li> <li>• Living History Presentations due</li> </ul>	Review- Ch. 10	<p><b>Living History Museum/Medieval Feast</b></p> <p>Memorize part of Henry's famous speech at Agincourt</p>

	<ul style="list-style-type: none"> <li>• Complete family tree</li> <li>• Portfolio pg.- Red and white roses- two sides, family trees</li> <li>• Map: England During the Time of the Wars of the Roses</li> <li>• Test Ch. 26</li> </ul>		
Week 29	<ul style="list-style-type: none"> <li>• <b><i>SW Ch. 28: Kingdoms of Spain and Portugal</i></b></li> <li>• Ferdinand and Isabella, Granada, the Spanish Inquisition, Henry the Navigator, exploration to Africa</li> <li>• Portfolio pg.</li> <li>• Map: Spain and Portugal</li> <li>• Test- Ch. 27</li> </ul>	Review- Ch. 11	
Week 30	<ul style="list-style-type: none"> <li>• <b><i>SW Ch. 31: Exploring New Worlds</i></b></li> <li>• Exploration- Columbus to America, Vespucci, Magellan, da Gama</li> <li>• Portfolio pg.- Routes of the Great Explorers</li> <li>• Test- Ch. 28</li> </ul>	Review- Ch. 12	<p>Make a compass, p. 164 activity project</p> <p>Read aloud: D'Aulaire's <i>Columbus</i> (book in library)</p>
Week 31	<ul style="list-style-type: none"> <li>• <b><i>SW Ch. 33: Spain, Portugal, and the New World</i></b></li> <li>• Slave trade- West Indies from Africa, conquistadors, Middle Passage, Cortes and Montezuma, the Aztecs</li> <li>• Outline Ch. And discuss together- students should be outlining in groups or giving information for the outline</li> <li>• Portfolio pg.- Map: Empires of Spain and Portugal (map of slave trade)</li> <li>• Test- Ch. 31</li> </ul>	Review- Ch. 13	
Week 32	<ul style="list-style-type: none"> <li>• <b><i>SW Ch. 34: Martin Luther's Ideas</i></b></li> <li>• Luther as a monk, his study of Romans, his argument with the Catholic Church</li> <li>• Henry VIII and his wives</li> <li>• Review Ch. 14 information</li> <li>• Portfolio pg.- Luther nails 95 Theses</li> <li>• Map: Europe at the Time of Martin Luther and Henry VIII</li> <li>• Test- Ch. 33</li> </ul>	Review- Ch. 14	<p>Read the most relevant 95 Theses (simplify as needed)</p> <p>Draw the Tudor family tree</p>
Week 33	<ul style="list-style-type: none"> <li>• <b><i>SW Ch. 35: The Renaissance</i></b></li> <li>• Return to ancient ideas and studies, new art, science, return of Greek and</li> </ul>	Review- Ch. 15	Renaissance/Reformer Report

	Latin, exploration, Gutenberg and his printing press <ul style="list-style-type: none"> <li>• Review Ch. 15 information</li> <li>• Portfolio pg.-</li> <li>• Map: Europe at the Time of the Renaissance</li> </ul>		
Week 34	<ul style="list-style-type: none"> <li>• <b><i>SW Ch. 35: The Renaissance</i></b></li> <li>• Return to ancient ideas and studies, new art, science, return of Greek and Latin, exploration, Gutenberg and his printing press</li> <li>• Complete review sheet</li> <li>• Portfolio pg.-</li> <li>• Test- Ch. 34</li> </ul>	Review- Ch. 15	Renaissance/Reformer Report
Week 35	<ul style="list-style-type: none"> <li>• <b><i>SW Ch. 36: The Reformation and Counter Reformation</i></b></li> <li>• How and where the Reformation spread across Europe, different beliefs, response of the Catholic Church, Counter Reformation (Council of Trent)</li> <li>• Complete review sheet</li> <li>• Portfolio pg.- map of spread of Reformation teachings</li> <li>• Test- Ch. 35</li> </ul>		Renaissance/Reformer Report
Week 36	<ul style="list-style-type: none"> <li>• <b><i>SW Ch. 36: The Reformation and Counter Reformation</i></b></li> <li>• Watch William Tyndale movie- <i>God's Outlaw</i></li> <li>• <b>Reports/presentations due on Reformers/Renaissance men</b></li> </ul>		Renaissance/Reformer Reports due (should be presented to class)

### **LESSON PLANNING AND TEACHING STRATEGIES:**

- **Memory Work:** (Daily at the beginning of each class for 10 minutes) Sing songs and review chants, rhymes, and question/answer recitations. This is primarily a means of reviewing facts learned and committing them to memory, not the primary means of instruction.
  - d. *Grammar of History Timeline.*
  - e. History sound-offs, poems, etc.
  - f. Question/answer review of recent events studied to lay the foundation for the current lesson of the day.



- **Student Engagement:** Lessons should not consist of merely reading a *Story of the World* chapter or other textual material aloud to the students. Students need to be engaged with:
  - t. Vibrant, dramatic telling of the historical narrative (remembering that the best teachers are the best actors).
  - u. Visual aids (drawing maps and pictures on the board, using library book or internet pictures, etc.)
  - v. Giving students the opportunity to act out a scenario.
  - w. A variety of activities: games, crafts, videos, in-class projects
  - x. Discussion and questioning that:
    - i. Encourages students to make comparisons and contrasts with other events and people.
    - ii. Helps students relate historical/cultural knowledge to their own lives and culture, and encourages them to illustrate the events from their own experience.
    - iii. Requires the student to give a reason for his statements and answers.
- **Portfolio Work:**
  1. This is the student's homemade history textbook. For the 1<sup>st</sup> quarter, the teacher and students will write a paragraph together summarizing the events studied. Then students will illustrate with drawings, coloring pictures, maps, factual information, "history pocket" items, etc. By the 2<sup>nd</sup> quarter, students should write their own paragraphs (edited and corrected) in the portfolio in response to guiding questions.
- **Review and Assessment:**
  1. *Informal daily assessment:* Students respond to questions (in complete sentences), orally or in writing, to explain the concepts learned during the lesson.
  2. In the 2<sup>nd</sup> semester, students should regularly write responses, in paragraph form, summarizing the lesson learned and stating their opinion on a given question.
  3. *Written Tests:*
    - a. Written tests are given once every 2-3 weeks.
    - b. Tests do not have multiple choice or true/false questions. Instead, students write their knowledge in complete sentences with proper grammar and punctuation, often
    - c. Fifth grade history tests generally have 3 sections:
      - Content section: 7-12 complete sentence answers, short answers, fill-in the blank
      - Geography section: label countries, geographic features, etc.
      - Timeline section: 6-10 timeline events. Give either the date or the event, and the student fills in the missing information.
  4. *Review sheets:* Students are given a review sheet 2 weeks days ahead of the test from which they will study. The review sheet answers should be completed together in class while modeling for them proper sentence structure, punctuation, etc.
  5. Tests should be graded and returned to students within 3 days, and the answers should be reviewed together before sending the test home to be signed by parents.
- **Presentation Projects:**
  1. Various composition / presentation projects

2. Living History Museum research paper and presentation (May)

### **TEXTS AND MATERIALS:**

#### **Primary Materials**

*Story of the World, Vol. II, Medieval Times*

*Story of the World, Vol. II, Medieval Times Activity Book*

*A Message of Ancient Days*, Houghton Mifflin

*Grammar of History Timeline*

History Pockets

Outline map book

Various history/geography books as teacher resources

### **HISTORY FIELD TRIPS AND SPECIAL EVENTS:**

5. Medieval Feast and Games (with the 2<sup>nd</sup> graders)
6. Franciscan Monastery in D.C.
7. National Basilica (Shrine of the Immaculate Conception)
8. National Gallery of Art (led by the teacher or art teacher if available, Medieval and Renaissance sections)

### **GRADING GUIDELINES**

- Written tests: 80%
  - Grade the test first for accuracy of information and determine the numeric grade (e.g., 95)
  - Subtract  $\frac{1}{4}$  point for spelling and grammar errors (e.g., 4 errors would make the grade a 94 instead of a 95).
- Portfolio/Quizzes: 20%
  - Neatness
  - Following directions
  - Well-written paragraphs

### **SCHEDULE:**

Four 45-minute periods per week – total 3 hours

## ***Fifth Grade Literature***

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### **TEXTS AND MATERIALS:**

#### **Primary Materials**

##### **Literature (in order):**

*Beowulf*, Nye

*The Hobbit*, Tolkien (and Veritas Comprehension Guide)

*King Arthur*, Green (and Memoria Press Student Study Guide)

*The Adventures of Robin Hood*, Green (and Memoria Press Student and Teacher Study Guides)

*Canterbury Tales*, McCaughrean

*Little Pilgrim's Progress*, Taylor

*The Silver Chair*, Lewis

##### **Teacher Read-Aloud Books:**

*Norse Myths*, D'Aulaires

*Redwall*, Jacques

*A Wrinkle in Time*, L'Engle

##### **Special Event:** "Hobbit Feast" or "Second Breakfast"

##### **Memory Recitations (see videos)**

"Beowulf" (opening lines of the work in original Old English with Modern English trans.)

"The Hobbit Songbook" (comprised of 14 songs from *The Hobbit*)

"Legend" (poem by Arthur Guiterman)

"The Code of Chivalry" (jingle)

"O Bold Robin Hood" (song)

"Canterbury Tales" (opening lines of the work in original Middle English)

"The Pilgrim" (poem by John Bunyan)

"The Four Signs of Aslan" (excerpt from *The Silver Chair*)

### **GENERAL LITERATURE OBJECTIVES**

1. Understand that God has created language and written communication so that we might use it to reflect on Him, His principles and all that He has created.
2. Develop Christ-like character and a biblical worldview through reflection upon the characters and themes of the literature we read.
3. Continue to improve reading fluency and expression.
4. Develop thoughtful comprehension through the discussion of truth, goodness, virtue and beauty in literature.
5. Develop better listening comprehension.
6. Increase knowledge of new vocabulary and be able to use new words correctly in writing.
7. Increase students' enjoyment of reading with engaging literature selections.

8. Develop students' ability to discuss ideas and make comparisons/contrasts with other situations and characters.

### **SPECIFIC LITERATURE OBJECTIVES**

#### **Fluency**

6. Use clues within the structure of the written language to enable fluent, meaningful, and expressive oral reading. These clues include: punctuation, dialogue conventions, phonetic rules, parts of speech, connection of ideas, themes through a passage, presence of important transition and signal words (indicating time, sequence, cause/effect, and comparison).
7. Read with excellent volume and appropriate, engaging expression.

#### **Vocabulary Development**

5. Use context clues to infer the meaning of unfamiliar words and their significance to the passage.
6. Learn new vocabulary words encountered in their reading.
7. Be familiar with and identify examples of the following terms:

non-fiction  
fiction  
character  
characterization  
setting  
hero  
plot  
conflict  
climax  
falling action  
solution/resolution  
foreshadowing  
point of view  
voice  
quest  
rhyme  
rhythm  
stanza/line  
alliteration  
onomatopoeia

### **Comprehension**

9. Identify the types of writing/four main purposes of an author (narration, description, exposition (reporting), or persuasion) as they occur in literature texts.
10. Retell, narrate, and summarize a passage or story (orally and in written expression).
11. Identify, compare and contrast characters according to their characteristics, positions, virtues, relationships to each other, roles in the books, etc., verbally and in writing.
12. Identify and discuss the motivating principles of characters and distinguish between principles that are consistent with God's word and those that are not, verbally and in writing.
13. Recall and sequence the main events of a story with a clearly articulated understanding of cause and effect.
14. Identify problems or conflicts in a story and explain how they are resolved, verbally and in writing.
15. Identify main story elements: character, setting, plot.
16. Distinguish between first, second and third person narration.
17. Describe the tone of the author.

### **LESSON PLANNING AND TEACHING STRATEGIES:**

#### **Memory Work/Recitations**

Begin each class with the recitation (listed above) which corresponds to the currently studied literature book.

#### **Fluency Practice**

3. Students should read aloud daily at a pace that does not interfere with comprehension.
4. Students should read loudly enough that all in the room can hear comfortably, with strong voices and appropriate expression.
5. Record errors on the Oral Reading Rubric and give students' feedback for improvement.

#### **Vocabulary Development**

3. Students keep a vocabulary log (created together as a class), using primarily synonyms and brief phrases for meanings (as opposed to long dictionary definitions). The study guides provide good lists.
4. Hold spelling and vocabulary bees to help students retain the vocabulary words.
5. Give vocabulary quizzes every 2-3 chapters.

#### **Reading Comprehension**

9. Socratic discussion about the book, in large or small groups.
10. Students answer oral and written questions. (See study guides as resources for discussion questions, projects, and written questions.)
11. Option: Using the "literature circle" method, assign students jobs for their homework reading (see Literature Circles Guide).

#### **Presentations, Essays**

1. **Presentations:** Students generally complete two Book-in-a-Bag reports, one on *The Hobbit* and the other on either *Robin Hood* or *King Arthur*. (See 5<sup>th</sup> grade files for rubrics and guidelines.)
2. **Essays:** Students should write one to two essays per literature book that ask the student to consider various literary questions, such as the moral character of a figure in the story, the wisdom of a character's decisions, comparing and contrasting characters or events (within the same book or within different books), relating story events to Biblical stories or situations, writing a character description (as learned in composition class), writing narrative summaries, etc.

### **Homework Reading**

1. Assign daily reading homework from the current literature book (a certain # of pages or a chapter, about 15-20 minutes).
2. The book must be sent home in a plastic zip-lock bag and returned in the bag.
3. Give regular reading comprehension quizzes on homework reading selections.

### **Teacher Read-Alouds**

Read aloud to students from the read-aloud books listed below.

*Norse Myths*, D'Aulaires (when studying the Vikings in history)  
*Redwall*, Jacques  
*A Wrinkle in Time*, L'Engle

OTHER CHOICES FOR READ-ALOUDS FROM SUMMER LIST	AUTHOR
<i>Arrow and the Apple, The</i>	Buff
<i>At the Back of the North Wind</i>	MacDonald
<i>The Beggar's Bible</i> (John Wycliffe)	Vernon
<i>Benjamin West and His Cat Grimalkin</i>	Dennis & Henry
<i>The Bible Smuggler</i> (William Tyndale)	Vernon
<i>Big Wave, The</i>	Buck
<i>Black Cauldron, The</i>	Alexander
<i>Black Pearl, The</i>	O'Dell
<i>Blackthorn Winter</i>	Reiss
<i>Book of Norse Myths, The</i>	D'Aulaire
<i>Book of Three, The</i>	Alexander
<i>Call of the Wild</i>	London
<i>Castle of Llyr</i>	Alexander
<i>Cheaper by the Dozen</i>	Gilbreth
<i>Coll and His White Pig</i>	Alexander
<i>Complete Peterkin Papers, The</i>	Hale
<i>Contender, The</i>	Lipsyte
<i>From the Mixed Up Files . . .</i>	Konigsburg
<i>Great Gilly Hopkins, The</i>	Paterson
<i>Great, Terrible Quest, The</i>	Lovett
<i>Henry Reed, Inc.</i>	Robertson
<i>High King, The</i>	Alexander
<i>Homesick</i>	Fritz
<i>House of Sixty Fathers, The</i>	de Jong
<i>Incredible Journey, The</i>	Burnford
<i>Jungle Book, The</i>	Kipling
<i>King of the Wind</i>	Henry
<i>King's Shadow, The</i>	Alder
<i>Lantern in Her Hand, A</i>	Aldrich
<i>Little Men</i>	Alcott
<i>The Man Who Laid the Egg</i> (Erasmus)	Vernon

<i>Midnight Fox, The</i>	Byars
<i>Monk Who Shook the World, The</i>	Davey
<i>Mystery of the Roman Ransom*</i> (sequel to <i>Detectives in Togas</i> )	Winterfeld
<i>Number the Stars</i>	Lowry
<i>Papa Like Everyone Else, A</i>	Taylor
<i>Phoenix and the Carpet, The</i>	Nesbit
<i>Princess and Curdie, The</i>	MacDonald
<i>Princess and the Goblin, The</i>	MacDonald
<i>Proud Taste for Scarlet and Miniver, A</i>	Konigsburg
<i>Pushcart War, The</i>	Merrill
<i>Ransom of Red Chief, The</i>	Henry
<i>Redwall series</i>	Jacques
<i>Rescuers, The</i>	Sharp
<i>Sarah Bishop</i>	O'Dell
<i>Shiloh</i>	Naylor
<i>Star of Light</i>	St. John
<i>Story of the Amulet, The</i>	Nesbit
<i>Story of Holly and Ivy, The</i>	Godden
<i>Story of the Treasure Seekers, The</i>	Nesbit
<i>Swallows and Amazons</i>	Ransome
<i>Swiss Family Robinson</i>	Wyss
<i>Taran Wanderer</i>	Alexander
<i>Truthful Harp, The</i>	Alexander
<i>White Fang</i>	London
<i>Wright Brothers at Kitty Hawk, The</i>	Sobol



### **GRADING GUIDELINES**

3. Fluency (50%): Use the Oral Reading Assessment to determine a weekly or bi-weekly grade for oral reading fluency and expression
4. Comprehension (50%):
  - a. Comprehension quizzes on reading books.
  - b. Literature projects, presentations, essays

### **SCHEDULE:**

Five reading classes, 30 minutes per day, 5 days per week – total 2.5 hours

Teacher read-aloud, 15-20 minutes, 3-4 days per week

## ***Fifth Grade Math***

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### ***Math Fact Minimum Benchmarks (1<sup>st</sup>-6<sup>th</sup>)***

<b>Grade</b>	<b>Number of Problems</b>	<b>Addition (0-10)</b>	<b>Subtraction (0-20)</b>	<b>Multiplication (0-12)</b>	<b>Division (0-12)</b>
1 <sup>st</sup>	50	3 min.	4 min. (0-10)		
2 <sup>nd</sup>	50	2.5 min.	3 min.		
3 <sup>rd</sup>	50	2 min.	2.5 min.	2.5 min. (0-10)	3 min. (0-10)
4 <sup>th</sup>	50	2 min.	2 min.	2 min.	2 min.
5 <sup>th</sup>	50	1.5 min.	1.5 min.	1.5 min.	1.5 min.
6 <sup>th</sup>	50	1.5 min.	1.5 min.	1.5 min.	1.5 min.

### **PRIMARY TEXTS AND MATERIALS**

#### **Singapore Standards Edition:**

Teacher's Guide 5A and 5B

Workbooks 5A and 5B, one per student (use for class work and homework)

Textbooks 5A and 5B, one per student (stays at school)

Test Booklets and Answer Keys

Singapore Intensive Practice Workbook

Singapore Challenging Word Problems 5

*Sprints* for Grades 4 and 5, published by Singapore

*Sprints*, Bill Davidson

*Pattern Sheets*, Bill Davidson

Calculadders

*Mastering Math Facts*

*In Sync*, Singapore Topical Worksheets, 5A and 5B

#### **Essential Manipulatives and Visuals:**

- Centimeter cubes
- Counting disks
- Polyhedral dice
- Hundred boards
- Base ten sets
- Place value disks
- Place value decimal strips
- Geometric solids
- Clock
- Meter and yard stick
- Rulers
- Measuring tape
- Balance
- Scale (in grams and ounces)
- Spinner
- Playing cards
- Addition, subtraction, multiplication, division fact cards
- Popsicle sticks and rubber bands
- Timer or stopwatch
- Individual student white boards or wipe-off mats

**Supplementary Texts (teacher only):**

Singapore U.S. Edition:

Teacher's Guide 5A and 5B

Workbooks 5A and 5B

Textbooks 5A and 5B

*Step-by-Step Model Drawings*, Forsten

*Elementary Mathematics for Teachers*, Parker and Baldrige

**GENERAL OBJECTIVES**

- Understand that God gives us the gift of numbers and the system of math to help us understand His ordered creation.
- Understand the application of math to real life situations.
- Master math facts with speed and accuracy.
- Become proficient at solving problems in a variety of ways.
- Be able to explain one's mathematical reasoning to others in a coherent, well-articulated manner.

**SPECIFIC OBJECTIVES*****Mathematical Vocabulary***

- Know the meaning of mathematical vocabulary used within each unit. Give regular quizzes where students must give a definition and an example, e.g. "What is the definition of a *factor*? Give an example."

**(From the Singapore Standards Scope and Sequence)*****Whole Numbers***

- Read, write in words, standard, and expanded notation, and identify place values of digits and round numbers in the billions.
- Round large numbers to the nearest 10, 100, 1000, 10,000, or 100,000.

***Addition and Subtraction of Whole Numbers***

- Add/subtract numbers in the billions.
- Use estimation to verify the reasonableness of calculated results in addition and subtraction, check subtraction problems using addition.

***Multiplication and Division of Whole Numbers***

- Multiply numbers within 10,000 by a 2-digit number.
- Divide numbers within 10,000 by a 2-digit number.
- Multiply/divide numbers within 1,000,000 by tens, hundreds, or thousands.
- Use estimation to verify the reasonableness of calculated results in multiplication and division problems.
- Check division problems using multiplication.
- Find the factors and common factors of whole numbers within 100.
- Find the greatest common factor of up to 3 numbers within 100.

- Identify prime numbers.
- Determine the prime factors of numbers within 100 and write the numbers as products of prime numbers, using exponents.
- Find multiples and common multiples of whole numbers within 100.
- Find the lowest common multiple of up to 3 numbers within 100.
- Use divisibility rules for 2, 3, 5, 6, 9, and 10.
- Use order of operations to solve mathematical expressions with or without parentheses.
- Understand the distributive property.

### ***Mental Math Strategies***

- Use the commutative, associative and distributive properties to perform mental calculations and check results.
- Add/Subtract a number close to a multiple of 100 (e.g. 498).
- Multiply by a number one less than a multiple of 10 or 100 (e.g. 49, 499).

### ***Fractions***

- Compare and order fractions with different denominators.
- Find the fraction of a set where the answer is a whole number or a mixed number.
- Find fraction of a set for measurements (e.g. 10 minutes as a fraction of one hour).
- Add/subtract unlike fractions.
- Relate division to fractions.
- Add/subtract mixed numbers.
- Multiply a fraction by a whole number.
- Multiply a fraction by a fraction.
- Divide a fraction by a whole number.
- Divide a whole number or a fraction by a fraction.
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### ***Decimals***

- Understand tenths, hundredths, thousandths, locate decimal numbers on a number line, compare decimal numbers.
- Convert a decimal to a fraction and simplify.
- Convert a fraction to a decimal number (denominators are a factor of 10, 100, or 1000).
- Compare and order decimal numbers of up to 3 decimal places and fractions.
- Round decimal numbers up to 3 decimal places to the nearest whole number, to 1-decimal place, or to 2-decimal places.
- Add/Subtract decimal numbers of up to 3 decimal places.
- Multiply/Divide decimal numbers of up to 2 decimal places by a whole number.
- Find the quotient of a division problem correct to 2 decimal places.
- Convert fractions to decimals correct to 2-decimal places.
- Multiply/Divide decimal number by tens, hundreds, or thousands.
- Multiply/divide a decimal number by a 2-digit whole number.

- Multiply/divide a whole number or a decimal by a decimal.
- Use estimation to verify the reasonableness of calculated results in problems involving decimal numbers.

### ***Time***

- Convert between units of time.

### ***Length, Weight, Mass, Capacity***

- Convert units within a metric system using multiplication.
- Convert fractional measurements to a different unit or a compound unit, within a measuring system.
- Convert units involving decimals within a measuring system.

### ***Perimeter, Area and Volume***

- Find the area of shapes by covering them with unit squares or by counting squares.
- Understand and use units of area, such as square centimeter and square inch.
- Find the area, perimeter, and unknown sides of rectangles.
- Find the area and perimeter of composite figures made from squares and rectangles.
- Derive the formula for area of a triangle and find the area of triangles.
- Derive the formula for area of a parallelogram and find the area of parallelograms.
- Find the surface area of cubes and rectangular prisms.
- Understand and use units of volume, such as cubic centimeter and cubic inch.
- Find the volume of rectangular prisms.
- Find the side of a rectangular prism given the volume and two sides or area of one side.
- Understand the relationship between cubic centimeters, milliliters, and liters.
- Solve problems involving the change in height of liquids and volume of liquids in rectangular tanks, including rate problems.

### ***Geometry***

- Identify attributes of triangles and quadrilaterals.
- Measure and construct angles.
- Find unknown angles in figures based on identifying vertical, adjacent, complementary, or supplementary angles.
- Know and use angle properties of intersecting lines, triangles, parallelograms, rhombuses, and trapezoids to solve problems involving finding unknown angles.
- Construct triangles, parallelograms, and rhombuses with specified angles.
- Visualize, describe, and draw geometric solids.
- Understand the coordinate grid, locate points, and write ordered pairs (first quadrant).
- Understand the coordinate grid, locate points, and write ordered pairs (all four quadrants).

### ***Percentage***

- Understand and use percent.

- Find decimal and fraction equivalents for percentages.
- Write fractions as percentages.
- Solve problems involving percentage of a quantity.
- Calculate given percentages of quantities and solve problems involving discounts at sales, interest earned, percentage increase or decrease.

### ***Ratio/Average/Rate/Speed***

- Use ratios to compare two quantities.
- Use ratios to compare three quantities.
- Find equivalent ratios and simplify ratios.
- Use ratios to solve problems.
- Understand rate as the measure of one quantity per unit value of another.
- Solve problems involving rate.
- Use a unitary approach to solve rate problems.
- Solve discontinuous rate problems involving time.

### ***Word Problems***

- Solve multi-step word problems involving all four operations on whole numbers, fractions, decimals, percentage, and ratios.
- Solve multi-step word problems involving average, rate, and percentage.

### ***Data Analysis and Probability***

- Collect, organize, and analyze data using tables, tally charts, line plots, line graphs, coordinate graphs and bar graphs.
- Ask and solve questions related to data representation, including finding the range and mode.
- Collect, organize and display data in pie charts.
- Collect, organize and display data in histograms.
- Find the average of a set of data.
- Find a data value given the average and the other values.
- Understand, find, and compare mean, median, and mode of a set of data.
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### ***Algebra***

- Represent unknown quantities with bar diagrams and solve word problems involving whole numbers using bar diagrams.
- Use letters to stand for unknown numbers in equations and solve for the unknown numbers using properties of the four operations.
- Represent unknown quantities with bar diagrams and solve word problems involving whole numbers using bar diagrams.
- Use bar diagrams to solve word problems involving fractions.
- Use bar diagrams to solve word problems involving decimals.
- Use bar diagrams to solve word problems involving percentage.

- Use bar diagrams to solve word problems involving ratio.
- Solve word problems involving the functional relationship between two quantities.
- Use and interpret formulas to answer questions about quantities and their relationships.
- Write simple equations involving related changes in quantities (e.g.  $y = 3x + 5$ ) and solve for the dependent value when given the independent value.
- Write and evaluate simple algebraic expressions in one variable using substitution.
- Write and evaluate simple algebraic expressions for a given situation, using up to three variables.
- Use the distributive property in expressions with variables.
- Simplify algebraic expressions in one variable.
- Solve problems involving simple linear functions with whole numbers values, write the equation, and graph the resulting ordered pairs on a grid.
- Understand and interpret negative numbers, locate negative numbers on a number line, compare and order integers.
- Compare and order positive and negative fractions, decimals, and mixed numbers and place them on a number line.
- Find the numerical value of negative numbers.
- Add and subtract positive and negative integers.
- Solve problems involving linear functions with integer values, write the equation, and graph the resulting ordered pairs on a grid.

### **LESSON PLANNING AND TEACHING STRATEGIES:**

#### ***H. Math Fact Practice (daily)***

- Individual practice using student white boards
- Timed fact practice sheets (Calculadders, /Mastering Math Facts)
- At the beginning of the year, begin with mixed addition and subtraction for the first month. Then move to multiplication and division.
- Repeat a math fact sheet daily until 80% of the class gets 95% or higher, or for 3 days (whichever comes first).
- The same math fact sheet will go home for homework.
- **Grading:** Grade one or two math fact sheets a week.

#### ***I. Sprints (2-3 times per week)***

- Sprint worksheets are used to develop number sense and to help students internalize concepts by focusing their attention on:
  - Patterns and relationships between numbers
  - Problem solving by relating the simpler problem to the more complex
- Sprints are used to practice concepts already taught and practiced beforehand in untimed exercises. They are not graded or sent home for homework.
- Sprints are timed for one minute.
- For directions on administering Sprints, see the introduction to the Sprints book.
- **Grading:** These are not graded, nor given as homework.



**J. Fluency Practice (daily)**

- Skip counting orally, and in writing, backwards and forwards. (See *The Great Book of Counting*.)

**K. Problem Solving (daily)**

- All lessons should include a time of solving and/or writing word problems together with bar models (1-2 problems).

**L. Main Lesson (daily)**

- Teach new concept or practice/re-teach previously taught concepts
- Practicing concepts in groups or individually
- Class work from Singapore Workbook, topical worksheets, or teacher-created sheets.
- Let students get a start on homework in class (10-15 min.), especially word problems

**M. Math Journal**

- Students will keep a math journal with sample problems from each day's lesson as well as math vocabulary they must learn.

**N. Homework (Monday – Thursday)**

- Two items should be sent home for homework each day:
  - Singapore Workbook, topical worksheets, or teacher-created sheets.
  - Math fact practice sheet
- Homework is graded for completion only. (100% if completed, 75% if mostly completed, 0 if mostly not completed).
- Homework should be used to practice concepts already learned in class. Parents should not be in the position of having to teach new concepts at home.
- Review the homework at the beginning of the next day's class.

**O. Assessments**

- Usually, 80% of the class should achieve mastery before moving on to the next concept. (B or above)
- The teacher should assess students' understanding frequently by means of
  - Practice on wipe-off boards
  - Short teacher-created quizzes
  - Singapore practice test (the "B" test form which is multiple choice)

**P. Memory Jingles** (see teacher-created videos)

Students will learn jingles as the information is presented in the material:

Addition of Fractions

Subtraction of Fractions

Addition of Mixed Numbers

Subtraction of Mixed Numbers

Multiplication of a Fraction by a Whole Number  
Multiplication of a Fraction by a Fraction  
Division by a Fraction  
Finding the Area of a Triangle  
Finding the Area of a Parallelogram

### **GRADING GUIDELINES**

- Tests and Quizzes 70%
  - Students are required to re-work all problems missed on tests and quizzes as a homework assignment.
- Math Fact Assessments 20% (weekly)
- Homework completion 10%

### **Schedule:**

Five 1-hour periods per week – total 5 hours

## ***Fifth Grade Science***

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### **GENERAL OBJECTIVES**

- Understand that God created the heavens and the earth and said that they were good. Genesis 1:1, Genesis 1:31
- Understand that God created man in his own image and gave him dominion over all the earth. Genesis 1:26
- Understand that God’s attributes and dominion are revealed to man through his creation. Romans 1:20
- Develop an increasing appreciation of the orderly and wondrous way God has designed all living things.
- Explore the ways in which the creation reveals the attributes of God.
- Observe experimental results and learn to test one’s own hypothesis.
- Practice and learn the scientific process.
- Learn by drawing, labeling, describing, and recording data.
- Compare and contrast characteristics.
- Use math to better understand science concepts.
- Apply scientific knowledge to daily life.

### **SPECIFIC OBJECTIVES**

See page 4 of the *Matter and Change Teacher’s Guide* to coordinate the science reader with the hands-on activities.

Specific objectives are detailed below for each lesson topic

	<b>Physics Curriculum: Delta Science Kit “ MFM = <i>Motion, Force and Models</i> reading book</b>
	<b>Investigation 1 – Motion and Variables</b>
Weeks 2-3	<b>Part 1: Exploring Motion</b> <ul style="list-style-type: none"><li>• Learn that any change of motion requires a force.</li><li>• Understand that gravity pulls objects to the Earth’s center, and that it is a force of attraction between all objects with mass.</li><li>• Know that a variable is anything that might affect the outcome of an experiment.</li><li>• <b>Focus Question:</b> What variables might affect the number of cycles a pendulum makes in 15 seconds.</li><li>• <b>Vocabulary to understand and use:</b> force, motion, speed, gravity, pendulum, bob, variable</li><li>• Science Notebook: Students record vocabulary, notes, and answers to focus question (assess). (Science notebook pages = review sheets for quiz)</li></ul> <b>Reading and discussion of MFM: “What Causes Change of Motion.</b>

	<ul style="list-style-type: none"> <li>Assess: Brief teacher-created quiz on vocabulary and concepts from this investigation. Review each class period.)</li> </ul>
Weeks 4-5	<b>Part 2: Testing Variables</b> <ul style="list-style-type: none"> <li><b>Focus Question:</b> How does changing the mass, length, or release position of the pendulum affect the number of swings the pendulum completes in a unit of time?</li> <li><b>Vocabulary to understand and use:</b> standard, controlled experiment.</li> <li>Students will graph the pendulum swings and variables.</li> <li><b>Assess</b> using Investigation 1 Response Sheet</li> </ul>
Weeks 6-7	<b>Part 3: Predicting Swings</b> <ul style="list-style-type: none"> <li><b>Focus Question:</b> How can we use graphs to predict results?</li> <li><b>Vocabulary to know and use:</b> two-coordinate graph, independent variable, dependent variable.</li> <li>Compare concrete, pictorial, and two-coordinate graphs and their usefulness.</li> </ul> <b>Reading and discussion of MFM: “Galileo and Pendulums”</b> <ul style="list-style-type: none"> <li><b>Assess:</b> Use I-Check</li> </ul>
	<b>Investigation 2 – Balls, Ramps and Energy</b>
Week 8	<b>Part 1: Rolling Balls Down Slopes</b> <ul style="list-style-type: none"> <li><b>Focus Question:</b> What happens to balls on ramps? (Investigate how the variables of ball size and starting position affect the rolling speed of the ball.)</li> </ul>
Weeks 9-10	<b>Part 2: Transferring Energy</b> <ul style="list-style-type: none"> <li><b>Focus Question:</b> What happens when objects collide? (Investigate how the variables of mass and release position affect energy transfer.)</li> </ul>
Week 11	<b>Part 3: Energy and Force</b> <ul style="list-style-type: none"> <li><b>Focus Question:</b> What is the relationship between the starting position on the ramp and the amount of force a ball can apply when it collides with an object?</li> </ul> <b>Reading and discussion of MFM: “Force and Energy” and “Potential Energy at Work</b> <b>Project: Introduce catapult project (history and science integrated project)</b>
Weeks 12-13	<b>Part 4: Momentum</b> <ul style="list-style-type: none"> <li><b>Focus Question:</b> What variables affect the momentum of an object?</li> </ul> <b>Reading and discussion of MFM: “Coming to a Stop” and “Concussion Discussion”</b> <ul style="list-style-type: none"> <li>Assess using the I-Check</li> </ul>
	<b>Investigation 3 – Springs and Energy</b>
Week 14	<b>Part 1: Flipper System Introduction</b> <ul style="list-style-type: none"> <li><b>Focus Question:</b> How do the parts of a flipper system work together to launch an object?</li> <li><b>Vocabulary to know and use:</b> flipper system/catapult, compress, leaf spring, coil spring</li> <li><b>Assess:</b> Notebook entry</li> </ul>

Weeks 15-16	<b>Part 2: Controlled Experiments</b> <ul style="list-style-type: none"> <li>• <b>Focus Question:</b> What is the relationship between the length of the flip stick and the distance the object moves?</li> <li>• <b>Reading and discussion of MFM: “Springs in Action”</b></li> </ul>
Weeks 17-18	<b>Part 3: Flip Out</b> <ul style="list-style-type: none"> <li>• <b>Focus Question:</b> What is the relationship between the compression of the spring and the amount of energy transferred to an object?</li> </ul> <b>Project: Introduce catapult project (history and science integrated project)</b> <ul style="list-style-type: none"> <li>• <b>Assess:</b> I-Check</li> </ul>
	<b>Investigation 4: Models and Design</b> (This investigation is optional. If desired, continue with this investigation and skip the last investigation in “Matter and Change.”)
	<p style="text-align: center;"><b>Chemistry</b>  <b>Curriculum: Delta Science Kit “Matter and Change”</b></p>
Weeks 19-20	<b>Reader: “What Makes up Matter?”, pp. 2-5</b> <ul style="list-style-type: none"> <li>• Define the following vocabulary: matter, atoms, nucleus, subatomic particles, protons, neutrons, electrons, atomic number, mass number, isotopes, valence electrons, element, Periodic Table</li> <li>• Students record definitions in their science notebook (use this page as a review sheet for a quiz).</li> </ul> <b>Activity 4: Atomic Structure</b> <ul style="list-style-type: none"> <li>• Understand the unique properties of protons, neutrons, and electrons</li> <li>• Calculate the number of protons, neutrons, and electrons in an atom, given its atomic number</li> <li>• Interpret information on the Periodic Table</li> <li>• Construct model atoms</li> <li>• Additional vocabulary: energy level</li> </ul> <b>Reinforcement Activity (TG, p. 43)</b>
Weeks 21-22	<b>Reader: “Compounds,” pp. 6-7</b> <ul style="list-style-type: none"> <li>• Define the following vocabulary: compounds, chemical formula, chemical bond, ionic bond, metallic bond, covalent bond, molecule</li> </ul> <b>Activity 5: Making Molecules</b> <ul style="list-style-type: none"> <li>• Discover that molecules form through covalent bonding of atoms</li> <li>• Know that covalent bonding of two or more different types of atoms forms a covalent compound.</li> <li>• Observe the symmetrical structure of molecules</li> <li>• Build molecule models</li> <li>• <b>Reinforcement Activity</b></li> </ul> <b>Activity 6: Ionic and Covalent Compounds</b> <ul style="list-style-type: none"> <li>• Understand basic characteristics of ionic and covalent compounds</li> <li>• Test four substances for their ability to melt, dissolve, and conduct electricity.</li> <li>• Additional vocabulary: ion</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Reinforcement Activity</b></li> </ul>
Weeks 23-24	<p><b>Reader: p. 8 (organic compounds and isomers)</b></p> <ul style="list-style-type: none"> <li>• Define organic compounds, hydrocarbons, isomers</li> </ul> <p><b>Activity 8: Isomers</b></p> <ul style="list-style-type: none"> <li>• Construct molecules of hydrocarbons</li> <li>• Deduce that molecules can share the same formula but have different structures</li> <li>• Draw/construct isomers of organic compounds</li> </ul> <p><b>Activity 9: More Organic Compounds</b></p> <ul style="list-style-type: none"> <li>• Understand double bonds</li> <li>• Distinguish between saturated and unsaturated fats</li> <li>• Correlate the melting point of fats with their degree of saturation</li> </ul>
Week 25	<p><b>Reader: How Does Matter Behave?, pp. 9-12</b></p> <ul style="list-style-type: none"> <li>• Describe the kinetic theory of matter.</li> <li>• Compare and contrast the 4 states of matter: solid, liquid, gas, plasma.</li> <li>• Understand how thermal energy is related to changes in states of matter.</li> <li>• <b>Define:</b> solid, liquid, gas, plasma, conduction, convection, radiation, thermal expansion, melting point, boiling point</li> <li>• <b>Assess:</b> Definitions and “Assess” questions in TG, p. T12.</li> </ul>
Week 26	<p><b>Reader: Physical Properties, pp. 13-14</b></p> <ul style="list-style-type: none"> <li>• Definitions: physical properties, volume, mass, weight, malleable, brittle, ductile, conductivity, magnetic, density</li> </ul> <p><b>Activity 1: The Density of Liquids</b></p> <ul style="list-style-type: none"> <li>• Learn to measure the mass and volume of liquids to determine their densities</li> <li>• Learn to use the formula for mass, volume and density (<math>d=m/V</math>), and be able to find the missing quantity when given the other two.</li> <li>• Relate the density of a liquid to its ability to keep an object afloat.</li> <li>• Discover that density can vary among liquids that appear to be similar.</li> </ul>
Week 27	<p><b>Activity 2: Pressure and Volume of a Gas</b></p> <ul style="list-style-type: none"> <li>• Understand the relationship between volume and pressure as described by Boyle’s Law. (<math>K=P \times V</math>)</li> <li>• Measure the volume of a gas as the pressure is increased.</li> <li>• Graph the relationship between the pressure and volume of a gas.</li> <li>• Understand the concept of inverse relationships.</li> </ul> <p><b>Reinforcement, TG p. 26</b></p>
Weeks 28-29	<p><b>Reader: Homogeneous and Heterogeneous Mixtures</b></p> <ul style="list-style-type: none"> <li>• Definitions: homogeneous mixture, dissolve, solution, solute, unsaturated solution, saturated solution, heterogeneous mixture, suspension, colloid</li> </ul> <p><b>Activity 3: Solutions and Suspensions</b></p> <ul style="list-style-type: none"> <li>• Differentiate between solutions and suspensions</li> <li>• Separate a suspended material from a solution</li> </ul>

	<ul style="list-style-type: none"> <li>Separate a solute from water.</li> </ul>
Weeks 30-31	<p><b>Reader: <i>Chemical Properties and Chemical Changes</i>, pp. 16-19</b></p> <ul style="list-style-type: none"> <li>Definitions: combustibility, reactivity, stability, chemical change, law of conservation of mass, precipitate, chemical equation, exothermic reactions, endothermic reactions, activation energy, rate of reaction, inhibitor, catalyst, enzymes</li> </ul> <p><b>Activity 7: Chemical Equations</b></p> <ul style="list-style-type: none"> <li>Understand the components of a chemical reaction – reactants and products</li> <li>Discover how chemical equations are used to describe chemical reactions.</li> <li>Simulate chemical reactions with models</li> <li>Use the models to balance chemical equations</li> </ul>
Weeks 32-33	<p><b>Activity 10: Acids and Bases</b></p> <ul style="list-style-type: none"> <li>Learn the difference between an acid and a base</li> <li>Use an indicator and the pH scale to identify some common household acids and bases</li> <li>Vocabulary to know: acid, base, hydroxide, indicator, pH</li> </ul> <p><b>Activity 11: Neutralization</b></p> <ul style="list-style-type: none"> <li>Learn that bases neutralize acids to form salts and water</li> <li>Perform titrations to neutralize two different acids</li> <li>Determine the relative strengths of two acids by comparing the amount of base solution needed to neutralize each acid.</li> <li>Vocabulary to know: neutralization, salt, titration</li> </ul> <p><b>Assessment Activity Sheet 1, parts A and B</b></p>
Week 34	<p><b>Activity 12: Oxidation</b></p> <ul style="list-style-type: none"> <li>Observe an oxidation reaction (rusting) over time</li> <li>Experiment to determine the factors necessary for oxidation to occur.</li> <li>If time permits, choose at least one “Science Extension” from TG p. 104.</li> <li>Vocabulary to know: oxidation</li> </ul> <p><b>Activity 13: Precipitates</b></p> <ul style="list-style-type: none"> <li>Predict and observe the outcome of a double replacement reaction.</li> <li>Identify a precipitate.</li> </ul>
Week 35	<b>Assessment Activity Sheets 2 and 3</b> (review concepts before these activities).

### **LESSON PLANNING AND TEACHING STRATEGIES:**

- Review: (Daily at the beginning of each class) Sing songs and review chants, rhymes, vocabulary definitions and question/answer recitations. This is primarily a means of reviewing facts learned and committing them to memory, not the primary means of instruction.
- Main lesson: The teaching methods should involve a combination of the following:
  - A “hands-on” approach where the students discover the concepts through participation in experiments, engaging projects, lab reports, observation and discussion of findings.

- Most activities and experiments should be done by the students in groups of 2 or 3, rather than just demonstrated by the teacher.
  - Students should learn from the results of these activities, as opposed to performing the experiments with the results known in advance.
5. Frequent use of visual aids (videos, library books and specimens)
  6. Drawing and labeling in their science notebooks from pictures and real specimens.
- Review and Assessment:
    1. Assessment methods will vary and may include embedded assessments during activities, science notebook responses, “I-check” assessments, and teacher-created short quizzes.
      - a. *Review sheets:* The science notebook should include all pages necessary for review for quizzes.

### **TEXTS AND MATERIALS:**

#### **Primary Materials**

Delta-Foss: *Matter and Change* Kit

Delta-Foss: *Motion, Force & Models* Kit

### **SCIENCE FIELD TRIPS:**

Udvar-Hazy Air and Space Museum

### **GRADING GUIDELINES**

#### **Grading is based on:**

- Written assessments: 80%
- Participation, Notebooks, and Embedded Assessments: 20%
  - Is the student willing and able to answer questions correctly about concepts covered? Does the student ask relevant questions?
  - Does the student follow directions during activities?

### **SCHEDULE:**

Two 1-hour and one 30-minute periods per week – total 2.5 hours



## ***Fifth Grade Spelling***

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### **PRIMARY TEXTS AND MATERIALS**

*A Beka Spelling and Vocabulary 6 Teacher's Guide*

*A Beka Spelling and Vocabulary 6 Student Books* (one per student)

*A Beka Spelling and Vocabulary 6 Test Booklet*

*Spell to Write and Read* phonics cards (relating to the rules covered in the above books)

### **SPELLING OBJECTIVES**

1. Learn to spell commonly misspelled words.
2. Learn the Latin and Greek meanings of common prefixes and suffixes.
3. Expand vocabulary and understand how the origins of words and their relationship to their meaning today.
4. Master and consistently apply the following spelling rules:
  - a. I before E except after C, or when sounding like A as in neighbor or weigh.
  - b. Double the final consonant before a suffix beginning with a vowel if the word has only 1 syllable or is accented on the last syllable and the word ends in a double consonant preceded by a single vowel.
  - c. For words ending in Y, preceded by a consonant, change the Y to I before all suffixes except those beginning with I.
  - d. In adding a suffix to a word ending in silent E, retain the E if the suffix begins with a consonant, but drop the E if the suffix begins with a vowel.

### **LESSON PLANNING AND TEACHING STRATEGIES**

1. Introduce a new list each week, but do not assess on the new list until a week from the coming Friday. (Students have the list for 2 weeks.)
2. Review spelling and vocabulary daily.
3. Pick 25 words rather than the full list.
4. Test on spelling of 20 words and vocabulary definitions.

### **GRADING GUIDELINES**

- Tests: 50%
- Usage in writing: 50% (grades recorded from written work in other subjects)

### **SCHEDULE:**

Approximately 1 ¼ hours per week.

## ***Fifth Grade Oral Presentation Guidelines***

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### **Mechanics**

#### Introduction

1. Smile at the teacher and say “thank you” after introduction.
2. Look at the audience and make eye contact with at least two people.

#### Posture

1. Stand straight without leaning on anything.
2. The student will stand with weight equally distributed (not shifting back and forth)
3. Keep hands out of pockets.
4. Keep arms by sides, or use them for gestures.
5. Hold head up so that face (especially eyes) can be seen.
6. Notes must be held no higher than chest level.

#### Speech

1. Speak loudly enough to be heard from the back of the room.
2. Work on speaking without slang phrases (such as “you know,” “it’s like,” “I was like”).
3. Avoid “space fillers” such as “um,” and repetitive sentence openers such as “and so.”
4. Use expression and a range of vocal pitch that shows the student is interested in the topic and is trying to interest the audience. (Teacher should model this).
5. Use clear diction.

#### Facial Expression

1. Smile several times during the presentation.
2. Maintain eye contact with audience except when looking at notes.
3. The student will follow this procedure for eye contact during a presentation when following notes:
  - a. Look at notes/passage
  - b. Absorb several words
  - c. Look up at one person and engage their eyes
  - d. Look down at notes
  - e. Absorb several more words
  - f. Look at another person and engage their eyes

#### Silence/Pauses

1. The student will use appropriate pauses.

### **Examples of Presentations**

- Memorized scripture or poetry
- Oral book report
- Poster presentation
- Dramatized classical composition reading (looking down only occasionally)

- Memorized monologue of literary or Biblical character, or a memorized speech from history.
- Story narration (might use Bible story or stories from reading or history class, Greek myth)
- Tell about a topic
  - Give them the topic ahead of time with 8-10 questions they need to answer about the topic.
  - Students would use their answer sheet if needed during the presentation, but they should try to memorize as much as possible.
- Present a poster on a topic (science, history, Bible, book character, etc.).
- Oral book report with props (“book in a bag,” “character sketch,” chapter summary).
- Factual presentation (integrate with Bible, history, science) The student should learn to use keywords on notecards or an outline for these.
- Biography of famous person (dress up, use posters, use objects to represent significant things in his life, etc.)
- **Living History Museum presentation – required.**

### **Guidelines**

1. The teacher needs to model for the students how to do the type of presentation chosen for that week.
2. Some of these presentations can take the form of a recitation of memorized material during the recitation period that begins each class.
3. Fifth graders should prepare a topical presentation or memorized factual presentation once a quarter.
4. Frequency of presentations: In a class of 12 or fewer students, each student should have a presentation opportunity every two weeks. In larger classes, they need to have a turn at least once every three weeks.

**FIFTH GRADE SPELLING**

A Beka Spelling and Vocabulary, 6

# Sixth Grade

## ***Sixth Grade Homework and Grading Guidelines***

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- ❖ The total homework time should average 75 minutes. Ask several parents each quarter to let you know if homework regularly exceeds an hour and 30 minutes even though the student is focused and compliant.
- ❖ Homework is due by 8:00 a.m. or else it is counted as late.
- ❖ Students who do not complete or who leave at home their homework three or more times in a month will visit with the principal to discuss how they can improve.
- ❖ Occasionally, students will have a long-term project to complete. During these times, some regular homework assignments will be reduced in order to provide additional time for the project.
- ❖ Independent Work: Students are not allowed to work with other students on homework assignments unless the teacher has explicitly given permission.
- ❖ Neatness: Students should write all letters and numbers neatly on the lines using upper and lower case letters correctly. The main body of lower case letters should consistently be half the size of the upper case letters. Messy work may have to be redone at home or during recess the next day.

Typical homework is listed below:

Math homework will normally consist of two–three items:

- ❖ **Workbook Problems (average 15-20 minutes):**
  - If the student does not understand how to do the problem, it is fine for the parent to help and to explain in a manner different from the teacher.
  - If you helped your child with a problem, please circle the problem number to let me know that this was a difficult question.
  - Please check the homework for accuracy and neatness. Messy work may be redone during recess the next day.
- ❖ **Math Fact Drill Sheet (average 1-3 minutes):** The student should be timed for one minute, and then he should circle the last problem completed within that minute. The student may then be given one more minute to finish the sheet. If he does not finish within that minute, the remainder of the problems may be left blank or finished at the parent's discretion.
- ❖ **Math Journal Review (average 1-2 minutes):** Students should review and memorize definitions and formulae recorded in their math journals.

### **Spelling/Vocabulary (average 5 minutes)**

A spelling/vocabulary test will normally be given on Fridays. It will involve spelling out words taken from their assigned list of 27 words and previously studied lists. Students will also be tested on word definitions and the correct use of vocabulary. Failure to study their

vocabulary flashcards on a regular basis will result in being overwhelmed and having difficulty performing well on cumulative tests.

### **Bible Memory Verse (average 2-3 minutes)**

Students should practice only for a couple of minutes each night rather than trying to get it all correct in one night. Students should also practice writing out the verse(s) in cursive with the correct punctuation.

### **Latin (average 10 minutes)**

Students should study their vocabulary flashcards for a minimum of 5 minutes every night, Monday – Thursday. Failure to study nightly will result in being overwhelmed and having difficulty keeping up later in the year.

### **Reading (average 15-20 minutes)**

Students will be assigned reading from a literature book each evening, and they should be prepared for a brief quiz on their reading the next day.

**Studying for Other Tests (average 15 minutes).** Students will also have tests in Bible, history, geography, and science for which they will generate study guides to refer to. Students will also be given math and grammar assessments, but they do not study for these in advance.

## **GRADING GUIDELINES:**

### **Overall Grades**

Students receive an overall grade for each subject calculated according to this scale:

Letter Grade	Score
A+	97-100
A	93-96
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D	65-69
F	64 or below

### **Skill Sets**

Students also receive a grade for skill sets in most subjects. The skill set grading scale is below:

**E = Excels beyond expectations:** *This grade is not commonly given. When given, it reflects a level of mastery (typically beyond one's years) where a skill or practice is internalized to the extent that it requires little or no effort to exercise.*

**S = Satisfactory:** This range of "Satisfactory" listed below reflects a level of mastery that is acceptable and appropriate for the grade level and should allow a student to progress and succeed.

**S+**     *This grade indicates a high level of mastery and consistency, generally above average.*

**S**        *This grade reflects a satisfactory level of mastery that is average for the grade level.*

**N = Needs Improvement:** *This grade indicates that the student is not yet mastering the skill or practice. Additional work or attention should be given to move toward mastery.*

**U = Unsatisfactory:** *This grade indicates a low level of mastery that needs significant attention. If core skill areas are unsatisfactory, promotion to the next grade may be at risk.*

**How to Calculate a Grade for Tests with Complete-Sentence Answers** (Bible, history, science)

- Grade the test first for accuracy of information and determine the numeric grade (e.g., 95)
- Subtract  $\frac{1}{4}$  point from the score for spelling and grammar errors (e.g., 4 errors would make the grade a 94 instead of a 95).

### **How to Write a Final Grade on a Student's Paper**

12. Write the number correct over the total number of points available and give the percentage. Then take off the grammar/spelling from the total.

Example:

48/50 = 96

-2 (G/P/S)    *This -2 points means there were 8 errors in*

*Grammar/Punctuation/Spelling*

**94 / A**

13. You may also give a Handwriting grade on any work the student turns in. Just write:

HW: **S+**, for example. Record that grade in the Handwriting class.

## ***Sixth Grade Bible***

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### **PRIMARY TEXTS AND MATERIALS:**

18. Acts through Revelation Teacher Manual
19. Acts through Revelation Cards (1 set per student)
20. Veritas Bible Song CD
21. Bible Timeline Study Sheet and Bible Timeline Sample Test (PDF documents)
22. Bible (ESV, one per student)
23. Bible Composition Book (marble) – Students will maintain a composition book for their notes.
24. Various commentaries and teacher resources

### **GENERAL BIBLE OBJECTIVES**

20. Recognize the Bible as God's inerrant word and the only written revelation concerning Himself.
21. Understand that God is sovereign over history and reigns throughout all time and place.
22. Read the actual text rather than only hear or read a retelling of the Bible stories.
23. Understand that all of Scripture testifies to God's redemptive plan fulfilled in Christ Jesus.
24. Encourage students to understand verses in context and to see the consistency of Scripture by comparing passages with similar language and themes.
25. Let the Scriptures speak for themselves with clarification only as needed.
26. Study the Bible using inductive methodology.
27. Know and be able to articulate the Gospel, God's plan and order of salvation.
28. Encourage each student to come to the Father, through the Son, and to grow in his knowledge of and love for Him.
29. Commit Scripture to memory and understand its application in our lives.

### **SPECIFIC BIBLE OBJECTIVES**

1. Learn weekly Bible passages, write them with correct spelling and punctuation, and apply them to one's own experiences.
2. Know all the Books of the Bible in order and easily find passages.
3. Locate on a map the places where the biblical events occurred.
4. Provide oral and written narrations of events studied.
5. Using Scripture, study the life and ministry of Jesus Christ, Paul, Peter and John, and Jesus' fulfillment of God's redemptive plan.
6. Understand the major Old Testament references to the coming work of Christ, and relate them to their fulfillment as revealed in the New Testament.
7. Understand and articulate the major themes of each book:



- a. Acts:
- b. Romans:
- c. I Corinthians
- d. II Corinthians
- e. Galatians
- f. Ephesians
- g. Philippians
- h. Colossians
- i. I Thessalonians
- j. II Thessalonians
- k. I Timothy
- l. II Timothy
- m. Titus
- n. Philemon
- o. Hebrews
- p. James
- q. I Peter
- r. II Peter
- s. I, II, III John
- t. Jude
- u. Revelation

- v.
8. Memorize and explain the main points of the following Bible passages:
    - a. Philippians 2 (1<sup>st</sup> semester)
    - b. Ephesians 6 (2<sup>nd</sup> semester)
      - i. For each of these chapters, students will learn the 1 – 2 verses per week and be tested on them (in writing). They will recite the verses cumulatively daily chorally; when well memorized, they will present Phil. 2 at a chapel.
      - ii. All 1<sup>st</sup> – 6<sup>th</sup> grade students are memorizing a chapter of Ephesians to be presented at an end-of-year chapel.

### **LESSON PLANNING AND TEACHING STRATEGIES:**

- **Begin with prayer** that God would help all the students to understand and apply the lessons in the passage being studied.
- **Review (daily, 20 – 25% of class time):**
  1. Bible Memory Passages
  2. Review/sing the Veritas Acts to Revelation song
  3. Recite Bible Timeline events
  4. Questions from previous lesson and themes
- **Covering New Material**
  - Read the Veritas card together for the new lesson.
  - Read Scripture and use it as your primary text. If a book of the Bible is too long to read in its entirety, select certain sections to read in order to focus on a primary theme.
  - Teach students to fill out the “Worksheet” with complete sentence answers. Have several students read their answers and discuss all the main elements that should be included.
- **Study the key texts:** Students should engage in discussion of the key Bible texts through an inductive study, taking notes on the passage together in an organized manner. Below are important sample questions to lead students through the study:
  - y. **Observation**
    - i. Who is involved in the passage? Who is speaking? To whom are the words spoken or written? Who is the audience?
    - ii. What is happening in the passage? Teaching, healing, warning, conversation, argument, battle, etc.?
    - iii. When is the event happening? Before or after what other events? When will/did the things mentioned occur?
    - iv. Where did/will these things happen?
    - v. Why is something being said? Why will/did this happen? Why at this time, to this person/people?
    - vi. How will this happen? How is it illustrated?

- vii. Look for “key idea” words, such as *sin, grace, covenant, love, atonement*, etc.) How are they used? Explain their significance in the passage. Keep a section of the Bible composition book for Vocabulary Pages.
- viii. Are there lists, such as fruits of the spirit, works of the flesh, etc?
- ix. Are there contrasts, such as light/darkness, proud/humble, good/evil?
- x. Are there comparisons or similarities pointed out?
- z. **Interpretation**
  - i. What is the main idea, lesson, or principle to be learned from the passage?
- aa. **Application**
  - i. How does this lesson apply to my life, my habits?
  - ii. Do any problems with my attitude or behavior come to mind?
  - iii. What is God trying to teach me as His child?
  - iv. What changes should it make in my life?
- **Organization of Notes/Study Materials**
  - 1. Students will keep one composition book for class notes and vocabulary from the Bible.
  - 2. Students will keep their Veritas study sheets in their pocket folder for study during the week.
  - 3. Students are expected to keep their old Veritas study sheets and tests at home in a place so they can study and review them. (Parents should be told at the beginning of the year.)
- **Composition Integration:**
  - a. About once every two weeks, students are given writing assignments related to the passages studied. The assignment should require them to look in different places in Scripture to make connections with the passages currently being studied.
  - b. As in all subjects, a rough draft is completed, then edited, and a final draft is written.
  - c. **Commonplace Book:** Here the student writes down quotes from Scripture that are particularly meaningful to him as he reads (either at home or at school). Opportunities should be given weekly to share about these.
- **Review and Assessment:**
  - a. **Review Sheet:** Have students fill out the Veritas review sheet and discuss correct answers together. Supplement with additional teacher-created questions that require more thoughtful answers. Students are given a review sheet 4-5 days ahead of the test from which they will study. The review sheet should be completed together in class.
  - b. **Written Tests:**
    - i. Weekly written Bible verse memory test alternating with a cumulative oral presentation of verses.
    - ii. Tests on Bible lessons:

1. Use the Veritas tests (Acts to Revelation) supplemented by additional teacher-created questions that require more thoughtful answers.
2. Bible Timeline Test (given at the same time as the weekly Veritas test, 4 events at a time)
  - a. Use the sample Bible Timeline Study Sheet and the sample Bible Timeline Test (PDF documents) Only have them memorize chapter numbers, not verse numbers of the scripture references on this timeline.
3. Schedule:
  - a. Week 1: Introduce lesson 1
  - b. Week 2: Introduce lesson 2, test on lesson 1 on Thursday or Friday
  - c. Week 3: Introduce lesson 3, test on lesson 2 on Thursday or Friday (Follow this pattern throughout the year.)

9. **Bible Notebook:**

- g. Students maintain a neat, organized composition book for their notes with proper headings on each page denoting the Scripture references and topics that the notes are covering.

**BASIC YEARLY PLAN:**

Veritas Acts through Revelation	Bible Memory Verses	Other Memory Work
<b>Week 1</b> ( <i>first 3 days of school and the following 4-day week</i> ):  Pentecost	Phil. 2: 1-2	Be able to write in order and spell correctly all the books of the OT and NT by the end of Week 4. (Give a review quiz once a month for the remainder of the year.)
<b>Week 2:</b>  The Early Church	Phil. 2: 3-4	
<b>Week 3:</b>  Stephen: The First Martyr	Phil. 2: 5-7	
<b>Week 4:</b>	Phil. 2: 5-7	Quiz on OT and NT books

The Conversion of Paul		
<b>Week 5:</b> First Gentile Converts	Phil. 2: 8	
<b>Week 6:</b> Letter by James	Phil. 2: 9-11	
<b>Week 7:</b> Pauls' First Missionary Journey	Phil. 2: 9-11	
<b>Week 8:</b> The Letter to the Galatians	Phil. 2: 12-13	
<b>Week 9:</b> The Jerusalem Conference	Phil. 2: 14-16	
<b>Week 10:</b> Paul's Second Missionary Journey	Phil. 2: 14-16	
<b>Week 11:</b> The First Letter to the Thessalonians	Phil. 2: 17-18	
<b>Week 12:</b> Paul's Second Letter to the Thessalonians	Phil. 2: 19-21	
<b>Week 13:</b> Paul's Third Missionary Journey	Phil. 2: 22-24	
<b>Week 14:</b> First Letter to the Corinthians	Phil. 2: 25-26	
<b>Week 15:</b> Second Letter to the Corinthians	Phil. 2: 27-28	

<b>Week 16:</b> Letter to the Romans	Phil. 2: 29-30	
<b>Week 17:</b> Letter to the Romans	Review Phil. 2	
<b>Week 18:</b> Paul's Arrest and Trial	Oral presentations of Phil. 2	
<b>Week 19:</b> Paul in Rome	Eph. 6: 1-2	
<b>Week 20:</b> Letter to the Colossians	Eph. 6: 3-4	
<b>Week 21:</b> Letter to Philemon	Eph. 6: 5-6	
<b>Week 22:</b> Letter to the Ephesians	Eph. 6: 7-8	
<b>Week 23:</b> Letter to the Ephesians	Eph. 6: 9	
<b>Week 24:</b> Letter to the Philippians	Eph. 6: 10-11	
<b>Week 25:</b> First Letter to Timothy	Eph. 6: 12	
<b>Week 26:</b> Letter to Titus	Eph. 6: 13	
<b>Week 27:</b> Second Letter to Timothy	Eph. 6: 14-15	

<b>Week 28:</b> Letter by Jude	Eph. 6: 16-18a	
<b>Week 29:</b> First Letter by Peter	Eph. 6: 18b-20	
<b>Week 30:</b> Second Letter by Peter	Eph. 6: 18b-20	
<b>Week 31:</b> Letter to the Hebrews	Eph. 6: 21-22	
<b>Week 32:</b> Letters by John	Eph. 6: 23-24	
<b>Week 33 – 34:</b> The Revelation to John	Review Eph. 6	
<b>Week 35:</b> Closing of the Canon	Oral presentations of Eph. 6	
<b>Last chapel:</b>	Present Eph. 6 at “Ephesians Chapel”	

### **GRADING GUIDELINES**

Grading is based on:

- Bible Tests: 70%
- Memory Verses: 30%

### **SCHEDULE:**

Three 45-minute periods per week – total 2.25 hours

## ***Sixth Grade Composition***

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### **PRIMARY TEXTS AND MATERIALS**

*Writing with Skill Level Two Student Book*, Susan Wise Bauer

*Writing with Skill Level Two Instructor's Guide*, Susan Wise Bauer

Dictionaries and thesauruses for each student

### **COMPOSITION OBJECTIVES**

12. Cover weeks 1 – 18 in *Writing with Skill Level Two*.
13. Review writing summaries and outlines
14. Review writing an historical narrative.
15. Vary grammatical structures by learning to change:
  - a. Nouns to adjectives and vice versa
  - b. Infinitives to participles
  - c. Main verbs to infinitives
  - d. Indirect objects to prepositional phrases
  - e. Passive to active verbs and vice versa
16. Practice intensifying adjectives.
17. Learn proper forms for footnotes, endnotes, in-text citations, and works cited.
18. Write explanations using comparison.
19. Invent and use similes.
20. Invent and use metaphors.
21. Learn to write an introduction and a conclusion.
22. Write one-, two-, and three-level outlines.
23. Identify the protagonist, antagonist, and the author's point of view.
24. Compare story structure.
25. Write an explanation by defining essential and accidental properties.
26. Write an explanation by focusing on genus
27. Substitute similes for adverbs.
28. Compare poems
29. Combine literary analysis and biographical sketches
30. Take research notes.
31. Understand plagiarism and how to avoid it.
32. Though not included in the *Writing with Skills* text, teach the students to use (but not overuse) the following "Dress Ups" for their writing. **They can be introduced, one at a time, with each composition assignment.**
  - e. **"Dress Ups"**
    - i. **Strong verbs**
    - ii. **Quality adjectives and adverbs**
  - f. **"Sentence Openers"**
    - vi. **Prepositional**: Start with a prepositional phrase. Put a comma after the phrase.
    - vii. **-"ly" adverb**: "Calmly the tortoise placed his foot over the finish line."



- viii. **Participle (“ing”)**: “Shrieking with fear, Peter scrambled up the tree to safety.”
  - ix. **Clausal**: Begin with a subordinate clause using *when, while, as, since, if although, because*. Put a comma after the clause.
  - x. **“ed”**: **“Deceived** by the cunning fox, the crow began her song.”
  - g. **“Decorations”**
    - i. Question: “Where lurked the real wolf?”
    - ii. Conversation or quotation
    - iii. Simile/metaphor
      - 1. A simile compares one thing to something else: “She was light as a feather.”
      - 2. A metaphor says it *is* something else. It cannot be true: “a heart of stone . . . metal sky . . . flaming rose . . . the glass ocean.”
    - iv. Alliteration: two or more, preferably three words starting with the same sound: “big, beautiful butterflies,” “clumsily he clawed and clambered up the cliff.”
  - h. **“Sentence Styles”**
    - i. Repeating –ing words:
      - 1. “Arguing, whining and pleading with all her charms, Jenny . . .”
      - 2. “The caste system has been condemned as serving no useful purpose, being socially harmful, and deserving to be discredited.”
    - ii. Repeating “-ly” adverbs (Angrily and violently he swung . . . )
    - iii. Repeating verbs ((The mouse gnawed, jerked and yanked . . . )
33. **Banned Words**: Use the Banned Words Wall Chart and others to give students alternatives to bland words.

### **COMPOSITION LESSON PLANNING AND TEACHING STRATEGIES:**

1. Composition and grammar share a class period. Alternate weeks of teaching grammar and composition.
2. Initially model new or difficult writing projects by doing them together.
3. Students write the majority of their first drafts in class while the teacher circulates, giving advice and help.
4. Writing steps:
  - a. Students’ first composition will always be a first draft. They will self-edit and peer-edit their writing. This edited draft is then turned in for a grade and further editing by the teacher.
  - b. Students will then rewrite the first paper again, incorporating the teacher’s edits and comments. This is also graded, but is worth half of the points as the original draft.
5. When sentence structure is incorrect, have the students try diagramming their sentences to find their error. In grammar class, use common examples of mistakes you see in composition to help them see that diagramming reveals the error.
6. Use the Editing Checklist on page 97 of the Shurley Teacher’s Manual (Student Book page 38) in Composition class.

**SCHEDULE:**

Grammar and Composition share a class period, but they are graded as separate classes.  
Alternate weeks of teaching grammar and composition.

5 days per week, 45-minute periods. Total: 3.75 hours per week during alternating weeks.

## ***Sixth Grade Grammar***

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### **PRIMARY TEXTS AND MATERIALS**

*Shurley English 7 Teacher's Manual* (1997 edition)

*Shurley English 7 Student Text* (soft cover, 1 per student) Students do not write in these books. Use photocopies when needed.

*Shurley English 7 Skill & Application Test Workbook* (1 for teacher; use copies from this for tests students)

*Shurley English 7 Skill & Application Test Workbook Keys*

*Shurley English 7 Q&A Flow, Jingles CD*

*Shurley English 7 Transparencies*

*Basics of Diagramming* (for teacher reference)

### **GRAMMAR OBJECTIVES**

#### **32. Nouns:**

- a. Identify the following functions of nouns in a sentence: subject, object of preposition, direct object, indirect object, predicate noun, possessive noun, appositive, collective nouns.
- b. Identify and correctly form the singular and plural forms of nouns.
- c. Identify common and proper nouns, and correctly capitalize when writing.
- d. Distinguish between predicate nouns and direct objects.

#### **33. Verbs**

- a. Identify action verbs, helping verbs, linking verbs and action verbs.
- b. Distinguish regular from irregular verbs.
- c. Distinguish transitive from intransitive verbs.
- d. Conjugate regular and irregular verbs in the present, past, and future tenses.
- e. Conjugate verbs in all tenses present, past, future tenses, perfect tenses.
- f. Know the principal parts of regular and irregular verbs.
- g. Identify the person, number and tense of any given verb.
- h. Identify verbs in their progressive forms.
- i. Identify active and passive voice.

#### **34. Pronouns**

- a. Identify and use correctly: subject pronouns, object pronouns, the understood subject pronoun, possessive pronouns.
- b. Write sentences with correct pronoun/antecedent agreement.
- c. Memorize and identify the following types of pronouns: indefinite, reflexive, demonstrative, interrogative, relative, intensive.

#### **35. Adjectives**

- a. Know the definition of an adjective and identify adjectives in sentences.
- b. Identify proper adjectives and capitalize them in writing.
- c. Identify predicate adjectives and distinguish between them and predicate nouns and direct objects.

- d. Correctly identify and use the comparative and superlative forms of adjectives.
- e. Identify participles as adjectives.
- f. Identify object complements and adjectival phrases.

### **36. Adverbs**

- a. Know the definition of adverbs and identify adverbs as verb modifiers.
- b. Identify “negative” words as adverbs and learn how to avoid a “double negative.”
- c. Practice correcting sentences with adjectives used as adverbs.
- d. Learn the proper way to form comparative and superlative forms of adverbs.
- e. Identify and use conjunctive (connective) adverbs in writing.
- f. Identify adverbial phrases.

### **37. Prepositions**

- a. Memorize the 49 prepositions in the preposition jingle and be able to write them from memory.
- b. Identify prepositions, their objects and prepositional phrases in sentences.
- c. Write sentences with prepositional phrases with varied placement.
- d. Some prepositions can be used as adverbs. Be able to explain the difference and write sentences using them both ways.
- e. Identify prepositional phrases as adjectival or adverbial, and diagram them.

### **38. Conjunctions**

- a. Define and memorize the coordinate and subordinate conjunctions.
- b. Classify and diagram sentences with coordinate and subordinate conjunctions.

### **39. Interjections**

- a. Identify, classify and diagram interjections.

### **40. Sentence parts and structure**

- a. Identify the 4 types of sentences.
- b. Identify the simple and complete subject, and the simple and complete predicate.
- c. Identify compound subjects and predicates.
- d. Diagram sentences with compound and complex components.
- e. Identify and diagram simple, compound sentences and complex sentences.
- f. Diagram sentences with predicate nouns and predicate adjectives.
- g. Explain (in writing and verbally) the difference between compound and complex sentences.
- h. Identify and correct run-on sentences and sentence fragments.

### **41. Verbals**

- a. Define “verbals.”
- b. Identify participles and participial phrases.
- c. Identify gerunds and gerund phrases.
- d. Identify infinitives and infinitive phrases.

### **42. Quotations**

- a. Correctly use quotations at the beginning, end or middle of sentences.

### **43. Reference**

- a. Understand the parts of dictionary entries.
- b. Use the index of a book.
- c. Know how to use a concordance (Bible).

### **44. Capitalization**

- a. Know and consistently use the rules of capitalization regarding: the first word of a sentence, the pronoun *I*, names of people, names of family relationships, titles, initials, days of the week, months of the year, names of cities, states and countries, abbreviations, letter parts, names of holidays, outline parts, and the first word of direct quotations.

**45. Punctuation**

- a. Consistently use periods for the following: at the end of a sentence, after abbreviations, after a numbered list or outline.
  - b. Know and practice the rules for comma usage: between a city and state, in dates, in letter parts, in addresses, in a series, in compound and complex sentences, with direct quotations, with direct address, with appositives.
  - c. Use apostrophes correctly in contractions and possessive nouns (singular and plural).
  - d. Use quotation marks for direct quotations and titles of certain written works.
  - e. Understand the proper uses of the colon and semicolon.
  - f. Use italics or underlining for book titles.
46. Be able to diagram all sentences in the grammar lessons.
47. Write sentences according to any given classification pattern.
48. Make regular oral presentations of information using complete sentences according to the AFA Oral Presentation Guidelines.
49. Frequently edit paragraphs for punctuation, grammar and spelling errors.
50. Regularly take passages from literature books and classify the parts of speech.
51. Regularly paraphrase well-known and well-written passages and speeches using a dictionary/thesaurus.

**GRAMMAR LESSON PLANNING AND TEACHING STRATEGIES:**

7. **Group Recitation** (daily at the beginning of each class)
- a. Jingles, definitions, chants, songs: Students recite to help them remember grammar vocabulary and concepts.
  - b. Poems: Students learn/recite the poem of the week.
  - c. Questioning: Follow recitations with questioning to make sure students understand what they are reciting and to lead them to think further.
8. **Grammar Lessons**: The following are important elements of grammar lessons:
- a. Sentence classification/parsing
  - b. Diagram all sentences which they classify.
  - c. Writing sentences according to given patterns.
  - d. Application to “real” sentences: Select sentences from literature or other sources that do not fit the simple textbook models and classify them together, labeling as many parts of speech as they have learned.
  - e. Editing practice
  - f. Paraphrasing of famous passages and speeches (this is actually supplemental to the composition goals).

## Abbreviated Plan

Week	Lessons	Memorization
1	<b>Ch. 1, Lesson 2</b> <ul style="list-style-type: none"> <li>Skip the silly Nym's jingle and just teach the concept.</li> <li>Give the Lesson 2 Skills Test (use a photocopy) as a practice. Check together.</li> <li>HW: Students study the Homonym Chart and review the Skills Test and Application Test</li> <li><b>Note: On Day 1, review the expected standard of neatness when labeling and enforce it. Make students erase who are not imitating the standard. Have extra copies and make them start over as many times as needed until they rise to the standard.</b></li> </ul>	
	<b>Ch. 1, Lesson 3</b>  Give Lesson 3, Application Test for a grade (use a photocopy)	
	<ul style="list-style-type: none"> <li>Review the graded Less. 3 Application Test together</li> </ul>	
	<i>Skip the writing lessons in Shurley</i>	
Week 2	<b>Ch. 2, Lesson 1</b> <ul style="list-style-type: none"> <li>Jingles: Noun, Verb, Adverb, Adjective</li> <li>Follow the teaching script in Steps 2-8 to classify Ch. 2 sentences and analyze them. (Use the transparency, and give the students a paper copy of it so they can write <u>after</u> you classify together.</li> <li>Extensions: Can ask students to:               <ul style="list-style-type: none"> <li>Identify the tense of verbs (simple present, past, future)</li> <li>Change the tense of a verbs</li> <li>Say the sentence with inverted order (put the adverb first).</li> <li>Are there two sentences you could combine with <i>and, but, or, while, because, although, etc.</i>?</li> </ul> </li> </ul>	
	<b>Ch. 2, Lesson 2, Steps 2 - 7</b>	

Week	Lessons	Memorization
	<ul style="list-style-type: none"> <li>Give students a copy of the transparency of practice sentences so they can write <u>after</u> you classify together.</li> <li><b>Variation from Shurley directions:</b> After December, they may not refer to the punctuation and capitalization rule lists on tests.</li> </ul>	
	<b>Ch. 2, Lesson 2, Steps 8-9</b> <ul style="list-style-type: none"> <li>Give the Ch. 2 Lesson 2 Skill Test (photocopy) with a time limit (15 min.). This is practice, so give individual help as needed, esp. new students.</li> <li>Review and check it together</li> <li>Students study it for HW</li> </ul>	
<b>Mon. &amp; Tues. of Week 3</b>	<b>Ch. 2, Lesson 3, Application Test</b>  (Students may refer to the Capitalization and Punctuation Rules in their books.)	
	<b>Ch. 2, Lesson 4:</b>  Steps 1-2 (Check test/ classify again together)	
<b>Remainder of Week 3</b>	<b>Composition: Writing with Skills</b>  (Each composition day, start with classifying 1 sentence together for practice.)	
<b>Week 4</b>	<b>Review/Teach Diagramming</b>  Start with a simple subject/verb sentence. Then add the adjectives, adverbs.  Have students practice diagramming all of the sentences used in Shurley to date.  <b>Again, set the standard and enforce neatness in diagramming.</b>  <i>★From this point forward, always give students a couple of sentences to diagram as part of their</i>	

Week	Lessons	Memorization
	<i>tests. They can be written on the board. Students can copy on a separate sheet and diagram. Or, they can use the back of their test.</i>	
	Give students sentence patterns. They write their own sentences according to those patterns and diagram them.	
	<b>Ch. 3, Lesson 1, Steps 1 - 9</b>	
	<b>Using sentences in Lesson 1, teach diagramming of prep. phrases.</b>	
	<b>Ch. 3, Lesson 2, Steps 1 - 6</b>	
	<b>Diagramming</b> <ul style="list-style-type: none"> <li>Diagram together the practice sentences from Ch. 3, Lesson 2.</li> </ul> <b>Ch. 3, Less. 2 Skill Test</b> <ul style="list-style-type: none"> <li>Give to students with a time limit (15 min.), giving help as needed.</li> <li>Check test together. Those that didn't finish will fill in answers as you go.</li> <li>Students study it for HW</li> </ul>	
	<b>Ch. 3, Less. 3</b> Give Application Test	
	<b>Ch. 3, Less. 4</b> Hand back Application Test Classify together and review test	
	<i><b>(Skip writing lessons)</b></i>	
	<b>Ch. 4, Less. 1</b> <ul style="list-style-type: none"> <li>Jingles: skip these jingles. They are confusing and unhelpful. Instead, please teach the subject and object pronouns as a chart (see below). This will fit the way they are taught in Latin.</li> </ul>	



Week	Lessons	Memorization
	<ul style="list-style-type: none"> <li>Steps 3-6: Classify sentences</li> </ul>	
	<b>Diagram / Pattern Sentence Practice</b> <ul style="list-style-type: none"> <li>Diagram sentences in Ch. 4, Less. 1 together. <b>Steps 6-8</b></li> </ul>	

**Note that students need to master this year the proper cases of pronouns:**

<b>Subject Pronouns:</b>		
Used as a subject or predicate noun		
Person	Singular	Plural
<b>1st</b>	I	we
<b>2nd</b>	you	you
<b>3rd</b>	he, she, it	they
<b>Examples:</b>  As a subject: <b>I</b> am your mother. <b>We</b> are the teachers.  As a predicate noun: That man holding the bag is <b>he</b> . (Never, "That's him." Instead, "That is he.")		

<b>Object Pronouns:</b>		
Used as a direct object, indirect object, or object of the preposition		
Person	Singular	Plural
<b>1st</b>	me	us
<b>2nd</b>	you	you
<b>3rd</b>	him, her, it	them
<b>Examples:</b>		

As a direct object: The balls hit my sister and **him** on the head.

As an indirect object: The buyer gave **us** \$3000.

As an object of a preposition: Your gift was a blessing to **me** and the school.

Remainder of the Year:		
	<ul style="list-style-type: none"><li>• Continue through the grammar lessons only through Chapter 31, Lesson 2 Skill Test, skipping <i>most</i> of the writing/journal sections.</li><li>• Remember to teach diagramming of all Shurley sentences that you classify.</li><li>• Remember to have students write their own sentences according to patterns and to diagram them.</li></ul>	
	<p><b>Lessons to cover the remainder of the year (note the skipped chapters):</b></p> <ul style="list-style-type: none"><li>• Chapter 4: Lessons 1-3</li><li>• Chapter 5: Lessons 1-3</li><li>• Chapter 6: Lessons 1-3</li><li>• Chapter 7: Lessons 1-3</li><li>• Chapter 8: Lessons 1-3</li><li>• Chapter 9: Lessons 1-3</li><li>• Chapter 10: Lessons 1-3</li><li>• Chapter 11: Lessons 1-3</li><li>• Chapter 12: Lesson 1, Steps 1-2; Lessons 2-3</li><li>• <b>Chapter 30, Lessons 1 – Chapter 31, Lesson 3, Step 1:</b> This section on common usage problems needs to be taught early and put into practice the rest of the year.</li><li>• Chapter 13: Lessons 1-3</li><li>• Chapter 14: Lesson 1, Steps 1-4; Lesson 2 – Lesson 4, Step 2</li><li>• Chapter 15: Lessons 1-5 (Include writing lessons on letters)</li><li>• Chapter 16: Lessons 1- Lesson 2, Step 4</li><li>• Chapter 16, Lesson 3 – Lesson 4, Step 2</li><li>• Chapter 16, Lesson 5</li><li>• Chapter 17, Lesson 1, Steps 1 – 3</li><li>• Chapter 17, Lesson 2, Steps 1-2</li></ul>	

Remainder of the Year:		
	<ul style="list-style-type: none"> <li>• Chapter 17, Lesson 5 Application Test (only on the grammar portion with diagramming)</li> <li>• Chapter 18: Lesson 1 – Lesson 2, Step 3</li> <li>• Chapter 18, Lesson 3</li> <li>• Chapter 19, Lesson 1-Lesson 2, Step 3</li> <li>• Chapter 19, Lesson 2 Skill Test A</li> <li>• Chapter 19, Lesson 3; Lesson 5</li> <li>• Chapter 20, Lesson 1 – Lesson 2, Step 3</li> <li>• Chapter 20, Lesson 3</li> <li>• Chapter 21, Lesson 1, Steps 1-4</li> <li>• Chapter 21, Lesson 1 Skill Test</li> <li>• Chapter 21: Lesson 2, Steps 1-3</li> <li>• Chapter 21, Lesson 3 Application Tests A and B</li> <li>• Chapter 22, Lesson, 1 – Lesson 2, Step 3</li> <li>• Chapter 22, Lesson 3, Application Tests A and B</li> <li>• Chapter 23, Lesson 1 – Lesson 2, Step 3</li> <li>• Chapter 23, Lesson 3 Application Test</li> <li>• Chapter 24, Lessons 1 – 5</li> <li>• Chapter 25, Lessons 1 – 5 (Include taking notes on an oral lecture)</li> <li>• Chapter 26, Lessons 1 – Lesson 4, Step 1</li> <li>• Chapter 26, Lesson 4 Skill Test F &amp; G</li> <li>• Chapter 27, Lesson 1 – 5</li> <li>• Chapter 28, Lessons 1 – 5</li> <li>• Chapter 29, Lessons 1 – 5</li> </ul>	

**SCHEDULE:**

5 days per week, 45-minute periods. Total: 3.75 hours per week.

## ***Sixth Grade Geography***

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### **PRIMARY TEXTS AND MATERIALS**

*Geography III Teacher's Guide*  
*Geography III Student Text* (one per student)  
*Geography III Student Workbook* (one per student)  
*Rand McNally Classroom Atlas Teacher Guide*  
*Rand McNally Classroom Atlas* (one per student)  
*The World Reference Maps and Forms*, Evan-Moor

### **SPECIFIC GEOGRAPHY OBJECTIVES**

18. Read and utilize a map key/legend.
19. Use latitude and longitude to identify locations.
20. Identify and use scale on a map.
21. Research and write papers followed by persuasive oral presentations for a travel exhibition.
22. Learn key facts, name, and label on a map the following places corresponding to the *Geography III* units:

**Unit 2**

Mediterranean countries  
British Isles  
Nordic Countries  
West-Central Europe

**Unit 3**

Eastern Europe  
Russia  
Former Soviet Republics  
Former Soviet Satellites  
Balkan States

**Unit 4**

North America  
Canada  
United States  
Mexico

**Unit 5**

Central and South America  
Caribbean Islands  
Central America  
South America

**Unit 6**

Sub-Saharan Africa  
Western Africa  
Central Africa  
Eastern Africa  
Southern Africa

**Unit 7**

North Africa,  
Middle East  
Central Asia

**Unit 8**

South and East Asia

**Unit 9**

Pacific Islands, Australia and Antarctica

Three 30-minute classes per week.

## **SCHEDULE**

## ***Sixth Grade History***

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### **GENERAL HISTORY OBJECTIVES**

17. Understand that all of history has proceeded according to God's sovereign plan, and is framed by His three great actions: the creation of the heavens and the earth, the first coming of Christ, and the consummation of all things at Christ's second coming.
18. Whenever possible, analyze and discuss historical events as they reveal God's redemptive plan to bring more people to Christ, sanctify His church and protect the purity and right understanding of His word.
19. Understand events which show the sin of man and the effects of his depravity apart from God.
20. Recall a timeline of historical events from 4000 BC to 1991 AD, integrated with Biblically significant events and highlighted by God's redemptive actions on behalf of His people.
21. Students should not merely know facts about the period being studied, but be able to understand the narratives in terms of causes and effects and be able to make meaningful comparisons with other historical events and people.
22. Students will create a history portfolio of significant events studied with written synopses and creative illustrations.
23. Students will be able to identify on a map the continents, oceans, and the major countries, geographical features and cities of the world, particularly those studied during the year.
24. Students will grow in their ability to present information eloquently, confidently and enthusiastically.

### **SPECIFIC HISTORY OBJECTIVES**

1. Recite the *Grammar of History Timeline* from beginning to end, and be able to explain (briefly) the significance and details of the events from 4000 BC through 1991.
2. Recite and explain history-related passages, speeches, documents, etc.
3. Describe the events and lifestyles of people during this period of history, including dress, technology, vocations, religious practices, education, housing, and entertainment.
4. Students will write a research paper, 5-6 pages, on a person from the history period under study. They will then give a memorized presentation (with visual aids) on that person to their class.
5. Recall the significant people and events from the following chapters of *Story of the World, Early Modern History*, supplemented by additional texts and materials.

*The sixth grade history curriculum begins the second cycle through the early modern period. The same chapters in Story of the World will be covered as were covered in 3<sup>rd</sup> grade, but the topics will be studied and discussed in greater depth.*

### Basic Yearly Plan

Week	Story of the World	History Timeline	Other Memory Work/Projects
1-2	<b>Chapter 1: A World of Empires</b> g. Holy Roman Empire h. Philipp II of Spain i. Ferdinand I j. Charles k. Oppression of Protestant Christians l. "German Fury" m. Christopher Columbus	This column is the testing schedule. Students will recite further daily.  1-6	"Columbus" poem Stephen Vincent Benet
3	<b>Chapter 2: Protestant Rebellions</b> e. William the Silent f. The Dutch Revolt g. Mary of Guise h. Mary, Queen of Scots i. Elizabeth I Test on Ch. 1		
4	<b>Chapter 3: James, King of Two Countries</b> a. Divine Right of Kings b. Conflict with the Puritans c. Fawkes/Catesby plan d. King James Bible e. Founding of Jamestown f. Powhatan, John Smith, John Rolfe, Pocahontas Test on Ch. 2	7-12	
5-6	<b>Chapter 6: New Colonies in the New World</b> i. Puritans, Separatists and Strangers – the Pilgrims j. William Bradford k. The voyage of the Mayflower l. Mayflower Compact m. Founding of Plymouth Plantation n. Squanto and the first Thanksgiving o. Founding of the Massachusetts Bay Colony p. Roger Williams q. Dutch colonies r. Peter Stuyvesant s. Memorization: Test on Ch. 3		Study the original Mayflower Compact. Recite together and memorize over next 3 weeks.
7	<b>Chapter 7: The Spread of Slavery</b>	13-18	



Week	Story of the World	History Timeline	Other Memory Work/Projects
	e. The tobacco trade f. How slavery began in America Test on Ch. 6		
8	<b>Chapter 9: The Thirty Years' War, 1618-1648</b> j. Causes of the conflict k. Cardinal Richelieu l. Peace of Westphalia Test on Ch. 7		
9-10	<b>Chapter 12: Battle, Fire and Plague in England</b> e. Charles' conflicts with Parliament and the Puritans f. Civil war between the Roundheads and the Cavaliers g. Oliver Cromwell h. Charles' execution i. Cromwell's protectorate j. Return of Charles II k. The Black Death l. The London Fire Test on Ch. 9	19-24	
11	<b>Chapter 13: The Sun King</b> f. Louis XIV g. Characteristics of the king and his reign Test on Ch. 12		
12-13	<b>Chapter 15: A New World in Conflict</b> c. King Philip's War d. William Penn e. The Quakers f. Founding of Pennsylvania, g. William III, Mary, and the Glorious Revolution Test on Ch. 13	25-30	
14	<b>Chapter 17: Russia Looks West</b> e. Peter the Great f. Westward conquests g. Conflicts with the Turks and Sweden h. St. Petersburg Test on Ch. 15	31-36	
15	<b>The Great Awakening</b> (not in SOTW) g. George Whitfield h. Jonathan Edwards – read/discuss “Sinners in the Hands of an Angry God”	37-42	

Week	Story of the World	History Timeline	Other Memory Work/Projects
	Test on Ch. 17		
16-17	<b>Chapter 21: Fighting Over North America</b> d. The War of the Grand Alliance (King William's War) e. The War of Spanish Succession (Queen Anne's War) f. The War of Austrian Succession (The War of Jenkins' Ear) g. The Seven-Year War (The French and Indian War) a. Key men and events of the French and Indian War b. Key events before and after the French and Indian War c. The Proclamation of 1763 Test on The Great Awakening		
18-20	<b>Chapter 22: Revolution!</b> f. The Act of Union g. Sugar Act h. Stamp Act i. Quartering British troops j. Patrick Henry (taxation without representation) k. George III l. Boston Massacre m. Boston Tea Party n. Paul Revere and the Minutemen o. Battle at Lexington p. First and Second Continental Congress q. George Washington r. Bunker Hill s. Thomas Paine (Common Sense) t. Thomas Jefferson u. Declaration of Independence v. Crossing the Delaware w. Saratoga x. Valley Forge y. Benedict Arnold z. The role of France aa. Cornwallis, surrender at Yorktown bb. The Articles of Confederation cc. Shay's Rebellion	43-48	Memorize Patrick Henry Speech  Read Washington's speech on his appointment.  Read Washington's address to his troops.  Read and study the Declaration of Independence. Write together a paraphrase of each sentence.  Memorize the first part of the Declaration (will take several weeks)

Week	Story of the World	History Timeline	Other Memory Work/Projects
21-24	<b>Chapter 23: The New Country</b> j. Issues at the Constitutional Convention k. Alexander Hamilton l. James Madison m. Ben Franklin n. Branches of government o. Bill of Rights p. George Washington becomes president q. How a bill becomes a law r. Memorize and recite: The Preamble to the Constitution	49-54	Memorize the preamble to the Constitution
25	<b>Chapter 27: A Changing World</b> h. James Watt – the steam engine i. Rise of coal mining in Britain j. Eli Whitney i. Cotton gin ii. Guns with interchangeable parts (“standardization”)		
26-27	<b>Chapter 25: Revolution Gone Sour</b> g. Causes of the French Revolution h. Louis XIV, XV, XVI and Marie Antoinette i. Conflict among the three Estates j. The National Assembly k. The Tennis Court Oath l. Storming of the Bastille m. The Reign of Terror n. Maximilien de Robespierre o. National Convention, death of Robespierre	55-60	
28	<b>Chapter 29: The Rise of Bonaparte</b> g. Council of the Ancients and the Council of Five Hundred h. The Directory i. General Bonaparte’s victory over Austria j. Bonaparte’s invasion of Egypt k. Napoleon’s powers as Emperor l. Napoleonic Code m. The Louisiana Purchase n. The Battle of Trafalgar and Horatio Nelson		
29	<b>Chapter 32: The Opened West</b> c. US states and territories	61-66	

Week	Story of the World	History Timeline	Other Memory Work/Projects
	<ul style="list-style-type: none"> <li>d. Thomas Jefferson and the Louisiana Purchase</li> <li>e. Meriwether Lewis and William Clark</li> <li>f. Sacagawea</li> <li>g. Continental Divide</li> <li>h. Track the path of Lewis and Clark's exploration</li> <li>i. Tecumseh's resistance to settlers</li> </ul>		
30-31	<b>Chapter 33: The Wars of Napoleon and the War of 1812</b> <ul style="list-style-type: none"> <li>e. Britain, Austria and Prussia vs Napoleon</li> <li>f. Alexander I and the invasion of Russia</li> <li>g. The War of 1812, Andrew Jackson</li> <li>a. Causes</li> <li>b. Burning of Washington, D.C.</li> <li>c. Outcome</li> <li>h. Napoleon's exile to Elba and return to France</li> <li>i. Napoleon's defeat at Waterloo</li> <li>j. Learn all verses of the "Star Spangled Banner"</li> <li>k. Listen to the "1812 Overture," Tchaikovsky</li> </ul>	67-72	The Star-Spangled Banner (all verses)
32	<b>Chapter 36: The Slave Trade Ends</b> <ul style="list-style-type: none"> <li>j. The work of the abolitionists</li> <li>k. William Wilberforce</li> <li>l. The Emancipation Act</li> </ul>		
33	<b>Chapter 38: American Tragedies</b> <ul style="list-style-type: none"> <li>g. The Trail of Tears</li> <li>h. Nat Turner's Revolt</li> </ul>		
34	<b>Chapter 40: Mexico and Her Neighbor (1 week)</b> <ul style="list-style-type: none"> <li>g. Cause of the Mexican-American War</li> <li>h. Santa Anna</li> <li>i. Sam Houston and the Battle at the Alamo</li> <li>j. Involvement of Robert E. Lee</li> <li>k. Conclusion of the war and the peace terms</li> </ul>		
35	<b>Chapter 42: The World of Forty-Nine (1 week)</b>		

Week	Story of the World	History Timeline	Other Memory Work/Projects
	c. Discovery of gold at Sutter's Mill d. Life in a mining camp e. Statehood for California f. (skip "A World of Unrest")		

### **LESSON PLANNING AND TEACHING STRATEGIES:**

- **Memory Work:** (*Daily at the beginning of each class for 10 minutes*)
  - g. *Grammar of History Timeline*
  - h. History recitations
  - i. Question/answer review of recent events studied to lay the foundation for the current lesson of the day.
- **Student Engagement:** Lessons should not consist of merely reading a *Story of the World* chapter or other textual material aloud to the students. Students need to be engaged with:
  - a. Vibrant, dramatic telling of the historical narrative (remembering that the best teachers are the best actors).
  - b. Visual aids (drawing maps and pictures on the board, using library book or internet pictures, etc.)
  - c. Reading *Story of the World* and making notes/outlines.
  - d. Discussion and questioning that:
    - i. Encourages students to make comparisons and contrasts with other events and people.
    - ii. Helps students relate historical/cultural knowledge to their own lives and culture, and encourages them to illustrate the events from their own experience.
    - iii. Requires the student to give a reason for his statements and answers.
- **Review and Assessment:**
  1. *Informal daily assessment:* Students respond to questions (in complete sentences), orally or in writing, to explain the concepts learned during the lesson.
  2. Students should regularly write responses, in paragraph form, summarizing the lesson learned and stating their opinion on a given question.
  3. *Written Tests:*
    - a. Tests do not have multiple choice or true/false questions. Instead, students write their knowledge in complete sentences with proper grammar and punctuation.
    - b. Teachers may use the test questions in the SOTW teacher's guide; since those tests have multiple choice, the tests need to be rewritten by the teacher. (**Use the Veritas Bible tests as a model.**)
    - c. Tests generally have 3 sections:
      - Content section: complete sentence answers, short answers, fill-in the blank

- Use the maps provided in SOTW to have students label geography covered in the history classes.
  - Timeline section: 6-10 timeline events. Give either the date or the event, and the student fills in the missing information.
4. *Review sheets*: Students work on a review sheet 4-5 days ahead of the test from which they will study. The review sheet answers should be completed together in class while modeling for them proper sentence structure, punctuation, etc. In 6<sup>th</sup> grade, review sheets are usually outlines that have been completed together in class.
  5. Tests should be graded and returned to students within 3 days, and the answers should be reviewed together before sending the test home to be signed by parents.

### **TEXTS AND MATERIALS:**

#### **Primary Materials**

*Story of the World, Vol. III, Early Modern Times*

*Story of the World, Vol. III, Early Modern Times Activity Book*

*Grammar of History Timeline*

Various history/geography books as teacher resources

*Streams of Civilization, Vol. II*

### **HISTORY FIELD TRIPS AND SPECIAL EVENTS:**

9. National Archives
10. National Gallery of Art (led by the art teacher if possible, 17<sup>th</sup>-19<sup>th</sup> centuries)
11. Mt. Vernon
12. Colonial Day with 3<sup>rd</sup> grade (spring)

### **GRADING GUIDELINES**

Grading is based on:

- Written tests and essays: 80%
- Quizzes: 20%

### **SCHEDULE:**

Four 45-minute periods per week – total 3 hours

### **Appendix: History Resources**

#### ***Patrick Henry, March 1775***

They tell us, Sir, that we are weak unable to cope with so formidable an adversary. But when shall we be stronger? Will it be the next week, or the next year? Will it be when we are totally disarmed, and when a British guard shall be stationed in every house? Shall we gather strength by irresolution and inaction? Shall we acquire the means of effectual resistance by lying supinely on our backs, and hugging the delusive phantom of hope, until our enemies shall have bound us hand and foot? Sir, we are not weak, if we make a proper use of those means which the God of nature hath placed in our power.

Three millions of People, armed in the holy cause of liberty, and in such a country as that which we possess, are invincible by any force which our enemy can send against us. Beside, Sir, we shall not fight our battles alone. There is a just God who presides over the destinies of Nations, and who will raise up friends to fight our battles for us. The battle, Sir, is not to the strong alone. It is to the vigilant, the active, the brave. Besides, Sir, we have no election. If we were base enough to desire it, it is now too late to retire from the contest. There is no retreat but in submission and slavery! Our chains are forged! Their clanking may be heard on the plains of Boston! The war is inevitable. and let it come! I repeat, Sir, let it come!

It is in vain, Sir, to extenuate the matter. Gentlemen may cry, Peace, Peace! -- but there is no peace. The war is actually begun! The next gale that sweeps from the North will bring to our ears the clash of resounding arms! Our brethren are already in the field! Why stand we here idle? What is it that Gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery! Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty or give me death!

### **Beginning of the Declaration of Independence**

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.--That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, --That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.

### **Washington on His Appointment as Commander-in-Chief**

THO I am truly sensible of the high honor done me in this appointment, yet I feel great distress from a consciousness that my abilities and military experience may not be equal to the extensive and important trust. However, as the Congress desire it, I will enter upon the momentous duty, and exert every power I possess in their service and for the support of the glorious cause. I beg they will accept my most cordial thanks for this distinguished testimony of their approbation.

But lest some unlucky event should happen unfavorable to my reputation, I beg it may be remembered by every gentleman in the room that I this day declare, with the utmost sincerity, I do not think myself equal to the command I am honored with.

As to pay, sir, I beg leave to assure the Congress that as no pecuniary consideration could have tempted me to accept this arduous employment at the expense of my domestic ease and happiness, I do not wish to make any profit from it. I will keep an exact account of my expenses. Those, I doubt not, they will discharge, and that is all I desire.



## **Sixth Grade Literature**

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### **PRIMARY TEXTS AND MATERIALS:**

#### **Literature books (in reading order):**

*The Last Battle*, C.S. Lewis (4 weeks)

*Robinson Crusoe*, DeFoe (6-7 weeks)

*The Mayflower and the Pilgrims' New World* (4 weeks)

*The Witch of Blackbird Pond*, Speare (4 weeks)

*The Holy Wars*, Bunyan (6-7 weeks)

*I am Regina*, Keehn (4 weeks)

*Johnny Tremain*, Forbes (4 weeks)

*The Captain from Connecticut*, Forester (if time)

#### **Teacher Read-Aloud Books (as time permits)**

*Treasure Island*, Stevenson

*Silas Marner*, Elliot

### **GENERAL LITERATURE OBJECTIVES**

1. Understand that God has created language and written communication so that we might use it to reflect on Him, His principles and all that He has created.
2. Develop Christ-like character and a biblical worldview through reflection upon the characters and themes of the literature we read.
3. Continue to improve reading fluency and expression.
4. Develop thoughtful comprehension through the discussion of truth, goodness, virtue and beauty in literature.
5. Develop better listening comprehension.
6. Increase knowledge of new vocabulary and be able to use new words correctly in writing.
7. Increase students' enjoyment of reading with engaging literature selections.
8. Develop students' ability to discuss ideas and make comparisons/contrasts with other situations and characters.

### **SPECIFIC LITERATURE OBJECTIVES**

#### **Fluency**

8. Use clues within the structure of the written language to enable fluent, meaningful, and expressive oral reading. These clues include: punctuation, dialogue conventions, phonetic rules, parts of speech, connection of ideas, themes through a passage, presence of important transition and signal words (indicating time, sequence, cause/effect, and comparison).
9. Read with excellent volume and appropriate, engaging expression.

**Vocabulary Development**

8. Use context clues to infer the meaning of unfamiliar words and their significance to the passage.
9. Learn new vocabulary words encountered in their reading.
10. Understand and identify examples of the following terms:

non-fiction  
fiction  
character  
characterization  
setting  
hero  
plot  
conflict  
climax  
falling action  
solution/resolution  
foreshadowing  
point of view  
voice  
quest  
rhyme  
rhythm  
stanza/line  
alliteration  
onomatopoeia

### **Comprehension**

18. Identify the types of writing/four main purposes of an author (narration, description, exposition (reporting), or persuasion) as they occur in literature texts.
19. Retell, narrate, and summarize a passage or story (orally and in written expression).
20. Identify, compare and contrast characters according to their characteristics, positions, virtues, relationships to each other, roles in the books, etc., verbally and in writing.
21. Identify and discuss the motivating principles of characters and distinguish between principles that are consistent with God's word and those that are not, verbally and in writing.
22. Recall and sequence the main events of a story with a clearly articulated understanding of cause and effect.
23. Identify problems or conflicts in a story and explain how they are resolved, verbally and in writing.
24. Identify main story elements: character, setting, plot, climax, conflicts, resolution
25. Distinguish between first, second and third person narration.
26. Describe the tone of the author.
27. Learn to write annotations for homework reading assignments.

### ***Poems to discuss and memorize:***

"The Star-Spangled Banner" by Francis Scott Key (all verses)

"The Village Blacksmith" by Henry Wadsworth Longfellow

"Matilda Who Told Lies and Was Burned to Death" by Hilaire Belloc

## **LESSON PLANNING AND TEACHING STRATEGIES:**

### **Fluency Practice**

6. Daily reading:
  - a. Alternate between 1) the teacher reading aloud (with excellent, engaging expression) while students follow along and 2) calling on students to read aloud.
  - b. Students should stand when reading, and read loudly enough that all in the room can hear comfortably, with strong voices and appropriate expression.

### **Vocabulary Development**

6. Students keep a vocabulary log (created together as a class) with words from their literature books.
7. Hold spelling and vocabulary bees to help students retain the vocabulary words.
8. Include these words on literature tests.

### **Reading Comprehension**

12. Discussion about the book, in large or small groups.
13. Students answer oral and written questions.
14. Occasionally use the "literature circle" method and assign students jobs for their homework reading.
15. Make story diagrams, webs and/or charts to keep track of characters and plots.

16. Integrate with art, Bible, grammar, history and science through discussion, writing and presentation projects.

### **Homework**

1. Assign daily reading homework from the current literature book (a certain # of pages or a chapter, about 20-25 minutes). Students will write annotations.
2. Give regular reading comprehension quizzes on homework reading selections. Questions may be asked orally, and students will write complete-sentence answers within a time limit.

### **GRADING GUIDELINES**

Fluency: 50%

Comprehension: 50% (daily short quizzes, includes tests, essays, presentations, and class discussions)

### **SCHEDULE:**

4 classes per week, 45 minutes per class

## **Sixth Grade Math**

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### ***Math Fact Minimum Benchmarks (1<sup>st</sup>-6<sup>th</sup>)***

<b>Grade</b>	<b>Number of Problems</b>	<b>Addition (0-10)</b>	<b>Subtraction (0-20)</b>	<b>Multiplication (0-12)</b>	<b>Division (0-12)</b>
1 <sup>st</sup>	50	3 min.	4 min. (0-10)		
2 <sup>nd</sup>	50	2.5 min.	3 min.		
3 <sup>rd</sup>	50	2 min.	2.5 min.	2.5 min. (0-10)	3 min. (0-10)
4 <sup>th</sup>	50	2 min.	2 min.	2 min.	2 min.
5 <sup>th</sup>	50	1.5 min.	1.5 min.	1.5 min.	1.5 min.
6 <sup>th</sup>	50	1.5 min.	1.5 min.	1.5 min.	1.5 min.

### **PRIMARY TEXTS AND MATERIALS:**

#### **Singapore Standards Edition:**

Singapore Teacher's Guide 6A and 6B

Singapore Workbooks 6A and 6B, one per student (use for class work and homework)

Singapore Textbooks 6A and 6B, one per student (stays at school)

Singapore Test Booklet 6A and 6B

Answer Key Booklet

Singapore Intensive Practice Workbook

Singapore Challenging Word Problems 6

*Sprints* for Grade 5 and 6, published by Singapore Math

*Sprints 6*, Bill Davidson

*Mastering Math Facts* (in Sync)

*Elementary Mathematics for Teachers*, Parker and Baldrige

*Maths Dictionary*

#### **Essential Manipulatives and Visuals: (need to update)**

- Base ten sets
- Place value disks
- Place value decimal strips

- Geometric solids
- Meter and yard stick
- Measuring tape
- Balance
- Scale (in grams and ounces)
- Addition, subtraction, multiplication, division fact cards
- Timer or stopwatch
- Individual student white boards or wipe-off mats (white card stock in a page protector)
- Set squares

### **GENERAL MATH OBJECTIVES**

- Understand that God gives us the gift of numbers and the system of math to help us understand His ordered creation.
- Understand the application of math to real life situations.
- Master math facts with speed and accuracy.
- Become proficient at solving problems in a variety of ways.
- Be able to explain one's mathematical reasoning to others in a coherent, well-articulated manner.

### **SPECIFIC MATH OBJECTIVES**

#### ***Mathematical Vocabulary***

- Know (be able to explain using examples) the meaning of mathematical vocabulary used within each unit.

### **(From the Singapore Standards Scope and Sequence)**

#### ***Fractions***

- Compare and order fractions with different denominators.
- Find the fraction of a set where the answer is a whole number or a mixed number.
- Add/subtract related and unlike fractions.
- Understand mixed numbers and improper fractions, convert between them, locate them on a number line.
- Add/subtract mixed numbers.
- Determine the least common multiple and the greatest common divisor of whole numbers and use them to solve problems involving fractions.
- Multiply a fraction by a whole number.
- Multiply a fraction by a fraction.
- Divide a fraction by a whole number.
- Divide a whole number or a fraction by a fraction.

#### ***Perimeter, Area and Volume***

- Find the volume of rectangular prisms.
- Find the volume of triangular prisms and cylinders.

- Find the volume of composite figures involving prisms and cylinders.
- Identify the radius and diameter of a circle, find one given the other.
- Derive the formula for circumference of a circle and find circumference when given the radius or diameter.
- Derive the formula for area of a circle and find area when given the radius or diameter.
- Find the perimeter and area of compound figures involving squares, rectangles, triangles, and half-circles or quarter-circles.

### ***Geometry***

- Identify acute, obtuse, and right angles and relate  $90^\circ$ ,  $180^\circ$ ,  $270^\circ$ , and  $360^\circ$  with quarter, half, three quarter, and whole turn. Identify attributes of triangles and quadrilaterals.
- Identify angles as vertical, adjacent, complementary, or supplementary and provide descriptions of these terms.
- Find unknown angles in figures based on identifying vertical, adjacent, complementary, or supplementary angles.
- Know and use angle properties of intersecting lines, triangles, parallelograms, rhombuses, and trapezoids to solve problems involving finding unknown angles.
- Construct triangles, parallelograms, and rhombuses with specified angles.
- Construct trapezoids various quadrilaterals with specified angles and lengths of sides.
- Visualize, describe, and draw geometric solids.

### ***Percentage***

- Solve problems involving percentage of a quantity.
- Solve problems involving part of a whole as a percentage.
- Solve problems involving one quantity as a percentage of another.
- Solve percentage problems using a unitary method.
- Calculate given percentages of quantities and solve problems involving discounts at sales, interest earned, percentage increase or decrease.

### ***Ratio/Average/Rate/Speed***

- Use ratios to compare two quantities.
- Use ratios to compare three quantities.
- Find equivalent ratios and simplify ratios.
- Use ratios to solve problems.
- Relate ratios to fraction of a quantity.
- Solve problems involving changing ratios.
- Relate ratios to proportions.
- Solve problems involving proportions
- Understand rate as the measure of one quantity per unit value of another.
- Solve problems involving rate.
- Use a unitary approach to solve rate problems.
- Solve discontinuous rate problems involving time.
- Understand and use speed and average speed to solve problems.



### ***Word Problems***

- Solve multi-step word problems involving all four operations on whole numbers, fractions, decimals, percentage, and ratios.
- Solve multi-step word problems involving average, rate, and percentage.
- Solve multi-step word problems involving speed and average speed.

### ***Data Analysis and Probability***

- Understand, find, and compare mean, median, and mode of a set of data.
- Find the range of a set of data.
- Understand how additional data added to data sets may affect measures of central tendency.
- Understand how the inclusion or exclusion of outliers affects measures of central tendency.
- Compare different samples of a population with the data from the entire population and identify situations in which it makes sense to use a sample.
- Identify different ways of selecting a sample and which method makes the sample more representative of the population.
- Know why a specific measure of central tendency provides the most useful information in a given context.
- Analyze data displays and identify data that represent sampling errors.
- Identify claims based on statistical data and, in simple cases, evaluate the validity of the claims.
- Represent all possible outcomes for simple probability experiments.
- Express all possible outcome of experimental probability situations verbally and numerically and as fractions.
- Use data to estimate the probability of future events.
- Represent probabilities as ratios, proportions, decimals, and percentages.
- Find the probability of disjoint events and understand that the theoretical probability of disjoint events is the sum of the two individual probabilities.
- Find the probability of combined events and understand that the theoretical probability of combined events is the product of the two probabilities.
- Understand the difference between independent and dependent events.

### ***Algebra***

- Use letters to stand for unknown numbers in equations and solve for the unknown numbers using properties of the four operations.
- Represent unknown quantities with bar diagrams and solve word problems involving whole numbers using bar diagrams.
- Use bar diagrams to solve word problems involving fractions.
- Use bar diagrams to solve word problems involving decimals.
- Use bar diagrams to solve word problems involving percentage.
- Use bar diagrams to solve word problems involving ratio.

- Solve word problems involving the functional relationship between two quantities.
- Write simple equations involving related changes in quantities (e.g.  $y = 3x + 5$ ) and solve for the dependent value when given the independent value.
- Write and evaluate simple algebraic expressions in one variable using substitution.
- Write and evaluate simple algebraic expressions for a given situation, using up to three variables.
- Use the distributive property in expressions with variables.
- Simplify algebraic expressions in one variable.
- Use variables in expressions describing geometric quantities.
- Solve simple algebraic equations in one variable.
- Solve problems involving simple linear functions with whole numbers values, write the equation, and graph the resulting ordered pairs on a grid.
- Compare and order positive and negative fractions, decimals, and mixed numbers and place them on a number line.
- Add and subtract positive and negative integers.
- Multiply and divide positive and negative integers.
- Solve problems involving linear functions with integer values, write the equation, and graph the resulting ordered pairs on a grid.

### **LESSON PLANNING AND TEACHING STRATEGIES:**

#### ***Q. Math Fact Practice (daily)***

- Individual practice using student white boards
- Timed fact practice sheets (Mastering Math Facts)
- At the beginning of the year, begin with mixed addition and subtraction
- Each student will repeat a math fact sheet daily until he gets a 100 on it. Then he can move on to the next one.

#### ***R. Sprints (3 times per week)***

- Sprint worksheets are used to develop number sense and to help students internalize concepts by focusing their attention on:
  - Patterns and relationships between numbers
  - Problem solving by relating the simpler problem to the more complex
- Sprints are used to practice concepts already taught and practiced beforehand in untimed exercises.
- Sprints are timed for one minute.
- Well-practiced Sprints may be used for short quizzes and for review worksheets.
- For directions on administering Sprints, see the introduction to the Sprints book.

#### ***S. Problem Solving (daily)***

- All lessons should include a time of solving and/or writing word problems together (2-3 problems) using the bar model (using the same “set-up” language with each).

- Develop math vocabulary: Give regular quizzes where students must give a definition and an example, e.g. “What is the definition of a *factor* and give an example?”

***T. Main Lesson (daily)***

- Teach new concept or practice/re-teach previously taught concepts
- Practicing concepts in groups or individually
- Class work from Singapore Workbook

***U. Math Journal***

- Students will keep a math journal with sample problems from each day’s lesson as well as math vocabulary they must learn.

***V. Homework (Monday – Friday)***

- Workbook pages (daily)
- Math fact practice sheet or Sprint sheet for practice (as needed)
- Homework: no grades are given for HW. If HW is not complete, only then does the student receives a grade. Half complete = 60; Not complete = 30; 75% complete = 75, etc.
- Homework should be used to practice concepts already learned in class. Parents should not be in the position of having to teach new concepts at home.

***W. Assessments***

- The teacher should assess students’ understanding frequently by means of
  - Practice on wipe-off boards
  - Short teacher-created quizzes
  - Singapore tests

**GRADING GUIDELINES**

- Tests and Quizzes 70%
  - Students are required to re-work all problems missed on tests and quizzes as a homework assignment. (½ point given back; two grades recorded)
- Math Fact Assessments 20% (give a grade on one or two of the math fact drills weekly)
- Homework completion 10%

**Schedule:**

Five 1-hour periods per week – total 5 hours

## **Sixth Grade Science**

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### **GENERAL OBJECTIVES**

- Understand that God created the heavens and the earth and said that they were good. Genesis 1:1, Genesis 1:31
- Understand that God created man in his own image and gave him dominion over all the earth. Genesis 1:26
- Understand that God's attributes and dominion are revealed to man through his creation. Romans 1:20
- Develop an increasing appreciation of the orderly and wondrous way God has designed all living things.
- Explore the ways in which the creation reveals the attributes of God.
- Observe experimental results and learn to test one's own hypothesis.
- Practice and learn the scientific process.
- Learn by drawing, labeling, describing, and recording data.
- Compare and contrast characteristics.
- Use math to better understand science concepts.
- Apply scientific knowledge to daily life.

### **SPECIFIC OBJECTIVES**

#### **Nervous System Unit Objectives:**

- Name the major regions of the brain and describe their functions.
- Identify the gray and white matter's location and its composition.
- Locate the cerebral hemispheres.
- Name the three divisions of the diencephalon.
- Explain how the brain is located, supported and protected in the cranial vault.
- Explain the blood-brain barrier.
- Locate the sensory, motor and association areas of the cerebral cortex and discuss their functions.
- Identify the important structures within the regions of the brain and explain their prospective functions.
- Identify the gross anatomical features of the spinal cord.
- Explain what dermatomes are.
- Distinguish between the role of the parasympathetic and sympathetic divisions of the autonomic nervous system.

#### **Respiratory System Unit Objectives**

- Describe the primary function of the respiratory system.
- Describe the function of mucus.
- Name the location of the sinuses and their function.
- Name the respiratory structures and describe their functions.
- Describe the function of the nasal cavity and nostril hairs.
- Name the parts of the upper respiratory tract and their functions.

- Name the parts of the lower respiratory tract and their functions.
- Name the tissue comprising the rigid support of the larynx.
- Describe the function of the epiglottis and vocal cords.
- Describe the location and function of bronchi, bronchioles and alveoli.
- Describe the function of the diaphragm.
- Describe how gas exchange occurs between the alveoli and pulmonary capillaries.
- Describe where the main respiratory control center is located.
- Describe how oxygen is transported throughout the body.
- Explain why carbon monoxide is poisonous.
- Describe some of the hazards of cigarette smoking.
- Describe the difference between an epidemic and pandemic.
- Describe one characteristic or fact for each of the following illnesses:
  - Tuberculosis
  - Cystic Fibrosis
  - Allergic Rhinitis
  - Asthma
  - Laryngitis
  - Polio

### **Presentations:**

Students will research, write a paper and present an oral presentation on a disease of the Students may choose the disease, but all students should choose a different one.

### Nervous system examples might be:

Multiple sclerosis

Alzheimer's

Parkinson's

Epilepsy

Stroke

ALS

Guillain-Barre

Shingles

Amnesia

Schizophrenia

Cerebral Palsy

Lyme (affects other systems as well)

### Respiratory system examples might be:

Influenza

Pneumonia

Asthma

Emphysema

Cystic fibrosis

Tuberculosis

### **LESSON PLANNING AND TEACHING STRATEGIES:**

- a. Review: (*Daily at the beginning of each class*)
- b. Main lesson: The teaching methods should involve a combination of the following:
  7. Reading together and discussing the text.
  8. Interactive lecture/discussion with note-taking.
  9. Use of hands-on activities.
  10. Frequent use of visual aids (videos, library books and specimens)
  11. Drawing and labeling in their science notebooks from pictures and specimens.
- c. Review and Assessment:
  - a. (*Daily*) Students respond to questions (in complete sentences), orally or in writing, to explain the concepts learned during the lesson.
  - b. *Written Tests:* Written tests will be given once every 2-3 weeks. There are no multiple choice or true/false questions. Instead, students write their knowledge in complete sentences with proper grammar and punctuation (with additional fill-in-the-blank questions or definitions).
    - i. *Review sheets:* Review sheets are given four days ahead of the test and are completed together in class.
    - ii. Tests should be graded and returned to students within 3 days, and the answers should be reviewed together before sending the test home to be signed by parents.

### **TEXTS AND MATERIALS:**

#### **Primary Materials**

*The Electrifying Nervous System* (1 per student)

*The Breathtaking Respiratory System* (1 per student)

*The Complex Circulatory System* (1 per student)

*Elementary Anatomy: Nervous & Respiratory Systems*, Teacher Guide

### **GRADING GUIDELINES**

- Tests: 80% (includes essays and presentations)
- Quizzes: 20% (includes labs)

### **SCHEDULE:**

Four 45-minute periods per week – total 3 hours

## Sixth Grade Spelling / Vocabulary

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### **SPELLING / VOCABULARY OBJECTIVES**

1. Show mastery of these major spelling rules in writing and compositions.
  - a. **i before e except after c** or when sounded like *ā* as in *neighbor* and *weigh*  
**Exceptions:** *Weird foreign sovereigns either forfeit leisure* (or power).  
*Neither heifer seized counterfeit protein or caffeine.*
  - b. **1-1-1 Rule:** With a one-syllable word ending in one vowel and one consonant, double the last consonant before adding a vowel suffix (*get, getting*).
  - c. **2-1-1 Rule:** With a two-syllable word ending in one vowel and one consonant, double the last consonant before adding a vowel suffix IF the accent is on the last syllable (*for get, for get ting*) [not *tra vel, tra ve ling* because the accent is on the first syllable].
  - d. **E's Dropping Rule:** Drop the final silent E when adding a vowel suffix (*hope, hoping*).  
**Exceptions:**  
Keep the silent E when the word ends in *-ce* or *-ge* if the vowel suffix starts with *a, o, u.* (*noticeable, courageous*). The *e* makes the *c* and *g* keep their soft sound.  
  
Drop the final *e* when *-ment* is added to words ending in *-dge* (*judgment, acknowledgment*).
  - e. **Y's Exchanging Rule:** *Y* changes to *i* when adding any ending (*try, tried*), unless the ending starts with *i* (*trying, babyish, copyist*).
2. Understand and correctly use in writing the vocabulary words taught throughout the course

### **LESSON PLANNING AND TEACHING STRATEGIES**

- At the beginning of the year, students new to AFA (and AFA students with poor memories) may not remember the spelling rules above. Teach them the first week and review them daily (chanting together) until mastered. *Note that these rules are different from the ones stated in the beginning of the A Beka book. Have students glue a copy in the their spelling books over the rules on pp. 2-3 (see following page and photocopy it).*
- Otherwise, the teacher may follow the A Beka curriculum as written. Students may write in their books.
- Use the A Beka tests provided.
- Require the use of vocabulary words in writing exercises.

## **GRADING**

There are two categories for spelling grades:

- Tests: 50%
- Usage – 50% (These are grades you record based on their spelling on assignments in other subjects.)

## **SCHEDULE**

15-20 minute classes, 3 times per week



## **Sixth Grade Oral Presentation Guidelines**

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Students will give at least three major oral presentations during the school year, once per quarter, such as those listed below:

1. Using book just finished, students tell the story dramatically as one of the characters but with a different ending. (Students know this when they begin the book.) Do a practice for them with a simple children's book. (4-5 min. presentation)
2. Outside reading: Read a biography of a person from the early modern history period, and give a presentation. Visuals (1 large, or a few smaller posters, must relate directly to the presentation) (4-5 min. presentation)
3. Science presentation on a disease (may use poster or Power Point) (4-5 min. presentation)
4. Outside reading: Read a biography of a more modern person (with an inspiring story), write a paper and give an oral presentation with visuals (posters). Notify parents at the beginning of 3<sup>rd</sup> quarter that they will do this. They may want to go ahead and buy the books. Examples may include: Ben Carson, Dietrich Bonhoeffer, Helen Keller, Elizabeth and Jim Elliot, etc. (4-5 min. presentation)

### **Presentation Guidelines**

#### **Introduction**

1. Smile at the teacher and say "thank you" after introduction.
2. Look at the audience and make eye contact with several around the room.
3. Introduce your topic with

#### **Posture**

1. Stand straight without leaning on anything.
2. The student will stand with weight equally distributed (not shifting back and forth)
3. Keep hands out of pockets.
4. Keep arms by sides, or use them for gestures.
5. Hold head up so that face (especially eyes) can be seen.
6. Notes must be held no higher than chest level.

#### **Speech**

1. Speak loudly enough to be heard from the back of the room.
2. Work on speaking without slang phrases (such as "you know," "it's like," "I was like").
3. Avoid "space fillers" such as "um," and repetitive sentence openers such as "and so," "and then."

4. Use expression and a range of vocal pitch that shows the student is interested in the topic and is trying to interest the audience. (Teacher should model this).
5. Use clear diction.

#### Facial Expression

1. Smile several times during the presentation.
2. Maintain eye contact with audience except when looking at notes.
3. The student will follow this procedure for eye contact during a presentation when following notes:
  - a. Look at notes/passage
  - b. Absorb several words
  - c. Look up at one person and engage their eyes
  - d. Look down at notes
  - e. Absorb several more words
  - f. Look at another person and engage their eyes

#### Silence/Pauses

1. The student will use appropriate pauses for effect.

#### **Examples of Shorter Presentations** (4 per year)

- Memorized scripture or poetry
- Dramatized composition (memorized)
- Memorized monologue of literary or Biblical character, or a memorized speech from history.
- Story narration (might use Bible story or stories from reading or history class)

#### **Guidelines**

1. The teacher needs to model for the students how to do the type of presentation chosen for that week.
2. Some of these presentations can take the form of a recitation of memorized material during the recitation period that begins each class.
3. Sixth graders should prepare a topical presentation or memorized factual presentation twice a quarter.

# Art

## **ART PROGRAM OVERVIEW KINDERGARTEN THROUGH 6<sup>TH</sup> GRADE**

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At Ad Fontes Academy, we acknowledge that we are made in the image of God, the Creator of all things, the Original Artist of all that is perfect and lovely. Through His creation, God reveals His love of beauty and excellence.



As people who are called to love what God loves, we believe that every student at Ad Fontes should explore and develop his own God-given abilities to create. Our goals are to train our students to observe well the world God has made and to give them the skills they need to produce works of excellence and beauty.

During the grammar years, we will focus primarily on the skill of drawing precisely by teaching them the methods used to produce realistic objects. In addition, our students will explore the basic history and techniques of artists who have been enabled by God to produce the most beautiful and influential works in the history of Western Civilization.

## ***Kindergarten Art***

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### **KINDERGARTEN OBJECTIVES**

1. Learn to take proper care of art materials.
2. Learn to begin and finish a lesson on one's own.
3. Draw simple shapes and identify them in real objects.
4. Introduce line and pattern drawing to produce simple shapes.
5. Use line, shape and color to produce simple drawings.
6. Copy from an illustration, photograph or still life the simple shapes needed to reproduce the drawing.
7. Learn to copy a drawing, step-by-step, as lead by the teacher.
8. Learn to color in one direction.
9. For fine motor development, learn to cut, fold and glue simple shapes.
10. Learn to mix and use primary and secondary colors.
11. Draw the works of famous artists through imitation and step-by-step instruction, mainly impressionists and landscapes.
12. *Vocabulary*: Know and use the following vocabulary correctly to describe their work and the methods used to create it: line, shape, color, primary color, secondary color.
13. Recognize works of the following artists:
  - a. 
14. Complete the following projects:
  - a. Foxes, using triangle shapes
  - b. Pumpkins
  - c. 

### **KINDERGARTEN MATERIALS:**

1. 9 ½" by 12" sketch paper
2. Markers, pencils, colored pencils, crayons, Twistables, dot art markers
3. Colored construction paper used with construction crayons

### **KINDERGARTEN TEXTS (Teacher only):**

1. *The Usborne Art Treasury*
2. *Drawing with Children*, Mona Brooks
3. *Teaching Art with Books Kids Love: Art Elements, Appreciation and Design with Award Winning Books*, Darcie Clark Frohardt
4. *Art is Fundamental: Teaching the Elements and Principles of Art in Elementary School*, Eileen S. Prince
5. *Stonebridge Art Guide: A Christian History Curriculum Guide for Teaching and Learning Art in the American Christian Principle Approach*, Wendy Giancoli
6. Website: "Art Projects for Kids.org" (for lesson ideas)
7. Art history resources:
  - a. *Leonardo's Horse*, Jean Fritz (for Leonardo da Vinci)

- b. *A Bird in Winter: A Children's Book Inspired by Pieter Breuegel the Elder*, Helene Kerillis
- 8. Aesthetics resource:
  - a. *Hippopposites*, Janik Coat

**KINDERGARTEN SCHEDULE:**

Two 30-minute classes, total 1 hour per week

## ***First Grade Art***

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### **FIRST GRADE OBJECTIVES**

1. Learn to identify and draw the *foreshortened* square (cubes and rectangular shapes) and foreshortened circle (cylindrical shapes).
2. Identify the foreshortened square and circle in real objects and learn to draw them from still life.
3. Learn to use *shading*.
4. Learn to draw *shadows* cast by simple objects.
5. Learn to draw stacked cylinders and cubes with shadows and shading.
6. *Linear Perspective*: Learn to draw objects lower on the page to make them appear closer.
7. Learn to use *overlapping* to show object in front of or behind others.
8. Use line, shape and color and value (grayscale and color) to produce simple drawings.
9. Copy from an illustration, photograph or still life.
10. Copy drawings, step-by-step, as lead by the teacher.
11. Use and mix primary and secondary colors.
12. Identify and use complementary colors on the color wheel.
13. *Vocabulary*: Know and use the following vocabulary correctly to describe their work and the methods used to create it: foreshortened circle, foreshortened square, primary color, secondary color, value, shading, shadow, perspective, overlapping.
14. Complete the following projects:
  - a. Make a copy of Van Gogh's "Starry Night."
  - b. #2
  - c. #3
15. Be familiar with the following artists and works:
  - a. Greek/Roman sculpture
  - b. Greek vase paintings
  - c. Van Gogh: "Starry Night"
  - d.
  - e. Others?

### **MATERIALS:**

1. Regular 9 ½" by 12" sketch paper
2. Markers, pencils, colored pencils, crayons, Twistables, dot art markers
3. Colored construction paper used with construction crayons

### **TEXTS (Teacher only):**

1. *The Usborne Art Treasure*
2. *Draw Squad*, Mark Kistler
3. *Drawing with Children*, Mona Brooks
4. *Teaching Art with Books Kids Love: Art Elements, Appreciation and Design with Award Winning Books*, Darcie Clark Frohardt
5. *Art is Fundamental: Teaching the Elements and Principles of Art in Elementary School*, Eileen S. Prince

6. *Stonebridge Art Guide: A Christian History Curriculum Guide for Teaching and Learning Art in the American Christian Principle Approach*, Wendy Giancoli
7. Website: "Art Projects for Kids.org" (for lesson ideas)
8. Art history resources:
  - a. \_\_\_\_\_
9. Aesthetics resource:
  - b. *Hippopposites*, Janik Coat

**SCHEDULE:**

One 55-minute class per week

## ***Second Grade Art***

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### **OBJECTIVES**

1. Review
  - a. Review drawing the *foreshortened square* (cubes and rectangular shapes) and *foreshortened circle* (cylindrical shapes).
  - b. Identify the foreshortened square and circle in real objects and review drawing them from still life.
  - c. Review drawing *shadows* cast by simple objects.
  - d. Review *Linear Perspective*: drawing objects lower on the page to make them appear closer.
  - e. Review *overlapping* and size to show depth in drawings.
2. Learn to use different types of *shading* (blended, solid tone, cross hatching).
3. Learn to draw a simple flag (with folds).
4. Learn to use variations in *density* (size and detail) to show objects close and far away (mountain drawing).
5. Learn to use *contour lines* to show shape and volume of round objects.
6. Use line, shape and color and value (grayscale and color) to produce simple drawings.
7. Learn ways to draw various textures.
8. Copy from an illustration, photograph or still life.
9. Copy drawings, step-by-step, as lead by the teacher.
10. Use and mix primary and secondary colors.
11. *Vocabulary*: Know and use the following vocabulary correctly to describe their work and the methods used to create it: foreshortened circle, foreshortened square, primary color, secondary color, value, shading, shadow, perspective, overlapping, density, contour lines.
12. Complete the following projects and have students glue them to a black background.
  - a. Make a copy of bird drawings by John Audubon.
  - b. Make a copy of Van Gogh's "Irises" or "Sunflowers."
  - c. Still life
13. Be familiar with the following artists and works:
  - a. Michelangelo
  - b. Leonardo da Vinci
  - c. Others?

### **MATERIALS:**

1. Regular 8 ½" by 11" white paper
2. Markers, pencils, colored pencils, crayons, Twistables, dot art markers
3. Colored construction paper used with construction crayons

### **TEXTS (Teacher only):**

1. *The Usborne Art Treasury*
2. *Draw Squad*, Mark Kistler
3. *Drawing with Children*, Mona Brooks



4. *Teaching Art with Books Kids Love: Art Elements, Appreciation and Design with Award Winning Books*, Darcie Clark Frohardt
5. *Art is Fundamental: Teaching the Elements and Principles of Art in Elementary School*, Eileen S. Prince
6. *Stonebridge Art Guide: A Christian History Curriculum Guide for Teaching and Learning Art in the American Christian Principle Approach*, Wendy Giancoli
7. Website: "Art Projects for Kids.org" (for lesson ideas)
8. Art history resources:
  - a. \_\_\_\_\_
9. Aesthetics resource:
  - a. *Hippopposites*, Janik Coat

**SCHEDULE:**

One 1-hour class per week

## Third Grade Art

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### **OBJECTIVES**

1. Review
  - a. Review drawing the *foreshortened square* (cubes and rectangular shapes) and *foreshortened circle* (cylindrical shapes).
  - b. Identify the foreshortened square and circle in real objects and review drawing them from still life.
  - c. Review drawing *shadows* cast by simple objects.
  - d. Review *Linear Perspective*: drawing objects lower on the page to make them appear closer.
  - e. Review *overlapping* and size to show depth in drawings.
  - f. Review different types of *shading* (blended, solid tone, cross hatching).
  - g. Review use of variations in *density* (size and detail) to show objects close and far away (mountain drawing).
  - h. Review use *contour lines* to show shape and volume of round objects.
2. Learn to identify and use tints and shades.
3. Learn to identify and use positive and negative space.
4. Learn new ways to draw and create texture in a picture.
5. Copy from illustrations, photographs or still life.
6. Copy drawings, step-by-step, as lead by the teacher.
7. Use and mix primary, secondary and tertiary colors.
8. Identify and draw details and proportions of the human head.
  - a. All parts of the eye: pupil, iris, white, lid, skin, lashes)
  - b. Eyes in the middle of the face
  - c. Nose ends half-way between eyes and chin
  - d. Bottom of mouth ends half-way between nose and chin.
  - e. Mouth opening (line) is as wide as pupil to pupil.
  - f. Ears (from eyebrow to nose)
  - g. Neck(as wide as outside of eye to outside of eye)
9. *Vocabulary*: Know and use the following vocabulary correctly to describe their work and the methods used to create it: foreshortened circle, foreshortened square, primary color, secondary color, tertiary colors, value, shading, shadow, perspective, overlapping, density, contour lines, positive and negative space, texture.
10. Complete the following projects (imitations of the masters):
  - a. Durer (1471-1528) (which pieces of these artists' if any?)
  - b. da Vinci (1452-1519)
  - c. Bruegel (1525-1596)
  - d. Reubens (1577-1640)
  - e. Gustav Dore (1832-1843)
  - f. Whistler (1834-1903)
  - g. Edward Burne Jones (1833-1896)
11. Be familiar with the following artists and works:
  - a. Rembrandt
  - b. Vermeer

- c. Van Os
- d. Others?

**MATERIALS:**

1. Regular 9 ½" by 12" white paper
2. Pencils, colored pencils, crayons, charcoal, ink
3. Colored construction paper used with construction crayons

**TEXTS (Teacher only):**

1. *Draw Squad*, Mark Kistler
2. *Drawing with Children*, Mona Brooks
3. Rockbridge Academy Art Curriculum Guide
4. *Teaching Art with Books Kids Love: Art Elements, Appreciation and Design with Award Winning Books*, Darcie Clark Frohardt
5. *Art is Fundamental: Teaching the Elements and Principles of Art in Elementary School*, Eileen S. Prince
6. *Stonebridge Art Guide: A Christian History Curriculum Guide for Teaching and Learning Art in the American Christian Principle Approach*, Wendy Giancoli
7. Website: "Art Projects for Kids.org" (for lesson ideas)
8. Art history resources:
  - a. \_\_\_\_\_

**SCHEDULE:**

One 1-hour class per week

## ***Fourth Grade Art***

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### **OBJECTIVES**

1. Review
  - a. Review drawing the *foreshortened square* (cubes and rectangular shapes) and *foreshortened circle* (cylindrical shapes).
  - b. Identify the foreshortened square and circle in real objects and review drawing them from still life.
  - c. Review drawing *shadows* cast by simple objects.
  - d. Review *Linear Perspective*: drawing objects lower on the page to make them appear closer.
  - e. Review *overlapping* and size to show depth in drawings.
  - f. Review different types of *shading* (blended, solid tone, cross hatching).
  - g. Review use of variations in *density* (size and detail) to show objects close and far away (mountain drawing).
  - h. Review use *contour lines* to show shape and volume of round objects.
  - i. Review tints and shades.
  - j. Review the use positive and negative space.
  - k. Review ways to draw and create texture in a picture.
2. Copy from illustrations, photographs or still life.
3. Copy drawings, step-by-step, as lead by the teacher.
4. Use and mix primary, secondary and tertiary colors.
5. *Vocabulary*: Know and use the following vocabulary correctly to describe their work and the methods used to create it: foreshortened circle, foreshortened square, primary color, secondary color, tertiary colors, value, shading, shadow, perspective, overlapping, density, contour lines, positive and negative space, texture.
6. Complete the following projects (imitations of the masters):
  - l. Durer (1471-1528) (which are for 4<sup>th</sup> rather than 3rd?)
  - m. da Vinci (1452-1519)
  - n. Bruegel (1525-1596)
  - o. Reubens (1577-1640)
  - p. Gustav Dore (1832-1843)
  - q. Whistler (1834-1903)
  - r. Edward Burne Jones (1833-1896)
7. Be familiar with the following artists and works:
  - a. ?

### **MATERIALS:**

1. Regular 9 ½" by 12" white paper
2. Pencils, colored pencils, crayons, charcoal, ink
3. Colored construction paper used with construction crayons

### **TEXTS (Teacher only):**

1. *Draw Squad*, Mark Kistler
2. *Drawing with Children*, Mona Brooks

3. Rockbridge Academy Art Curriculum Guide
4. *Teaching Art with Books Kids Love: Art Elements, Appreciation and Design with Award Winning Books*, Darcie Clark Frohardt
5. *Art is Fundamental: Teaching the Elements and Principles of Art in Elementary School*, Eileen S. Prince
6. *Stonebridge Art Guide: A Christian History Curriculum Guide for Teaching and Learning Art in the American Christian Principle Approach*, Wendy Giancoli
7. Website: "Art Projects for Kids.org" (for lesson ideas)
8. Art history resources:
  - a. \_\_\_\_\_

**SCHEDULE:**

One 1-hour class per week

## ***Fifth Grade Art***

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### **OBJECTIVES (copied from 4<sup>th</sup> – need expanding)**

1. Review
  - a. Review drawing the *foreshortened square* (cubes and rectangular shapes) and *foreshortened circle* (cylindrical shapes).
  - b. Identify the foreshortened square and circle in real objects and review drawing them from still life.
  - c. Review drawing *shadows* cast by simple objects.
  - d. Review *Linear Perspective*: drawing objects lower on the page to make them appear closer.
  - e. Review *overlapping* and size to show depth in drawings.
  - f. Review different types of *shading* (blended, solid tone, cross hatching).
  - g. Review use of variations in *density* (size and detail) to show objects close and far away (mountain drawing).
  - h. Review use *contour lines* to show shape and volume of round objects.
  - i. Review tints and shades.
  - j. Review the use positive and negative space.
  - k. Review ways to draw and create texture in a picture.
2. Copy from illustrations, photographs or still life.
3. Copy drawings, step-by-step, as lead by the teacher.
4. Use and mix primary, secondary and tertiary colors.
5. *Vocabulary*: Know and use the following vocabulary correctly to describe their work and the methods used to create it: foreshortened circle, foreshortened square, primary color, secondary color, tertiary colors, value, shading, shadow, perspective, overlapping, density, contour lines, positive and negative space, texture.
6. Complete the following projects (imitations of the masters): (which artists/pieces?)
  - a. The Book of Kells (800 c.)
  - b. Giotto (?-1337)
  - c. Rublev (1360-1428)
  - d. Raphael (1483-1520)
  - e. Michelangelo (1475-1564)
  - f. Friedrich (1774-1840)
  - g. Degas (1834-1917)
7. Be familiar with the following artists and works:
  - b. ?

### **MATERIALS:**

1. Regular 9 ½" by 12" white paper
2. Pencils, colored pencils, crayons, charcoal, ink, water color, pastels
3. Colored construction paper used with construction crayons

### **TEXTS (Teacher only):**

1. *Draw Squad*, Mark Kistler
2. *Drawing with Children*, Mona Brooks

3. Rockbridge Academy Art Curriculum Guide
4. *Teaching Art with Books Kids Love: Art Elements, Appreciation and Design with Award Winning Books*, Darcie Clark Frohardt
5. *Art is Fundamental: Teaching the Elements and Principles of Art in Elementary School*, Eileen S. Prince
6. *Stonebridge Art Guide: A Christian History Curriculum Guide for Teaching and Learning Art in the American Christian Principle Approach*, Wendy Giancoli
7. Website: "Art Projects for Kids.org" (for lesson ideas)
8. Art history resources:
  - a. \_\_\_\_\_

**SCHEDULE:**

One 1-hour class per week

## ***Sixth Grade Art***

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### **OBJECTIVES (copied from 4<sup>th</sup> – need expanding)**

1. Review
  - a. Review drawing the *foreshortened square* (cubes and rectangular shapes) and *foreshortened circle* (cylindrical shapes).
  - b. Identify the foreshortened square and circle in real objects and review drawing them from still life.
  - c. Review drawing *shadows* cast by simple objects.
  - d. Review *Linear Perspective*: drawing objects lower on the page to make them appear closer.
  - e. Review *overlapping* and size to show depth in drawings.
  - f. Review different types of *shading* (blended, solid tone, cross hatching).
  - g. Review use of variations in *density* (size and detail) to show objects close and far away (mountain drawing).
  - h. Review use *contour lines* to show shape and volume of round objects.
  - i. Review tints and shades.
  - j. Review the use positive and negative space.
  - k. Review ways to draw and create texture in a picture.
2. Copy from illustrations, photographs or still life.
3. Copy drawings, step-by-step, as lead by the teacher.
4. Use and mix primary, secondary and tertiary colors.
5. *Vocabulary*: Know and use the following vocabulary correctly to describe their work and the methods used to create it: foreshortened circle, foreshortened square, primary color, secondary color, tertiary colors, value, shading, shadow, perspective, overlapping, density, contour lines, positive and negative space, texture.
6. Complete the following projects (imitations of the masters): (which artists/pieces for 6<sup>th</sup>?)
  - a. The Book of Kells (800 c.)
  - b. Giotto (?-1337)
  - c. Rublev (1360-1428)
  - d. Raphael (1483-1520)
  - e. Michelangelo (1475-1564)
  - f. Friedrich (1774-1840)
  - g. Degas (1834-1917)
7. Be familiar with the following artists and works:
  - c. ?



**MATERIALS:**

1. Regular 9 ½" by 12" white paper
2. Pencils, colored pencils, crayons, charcoal, ink, watercolor, pastels
3. Colored construction paper used with construction crayons

**TEXTS (Teacher only):**

1. *Draw Squad*, Mark Kistler
2. *Drawing with Children*, Mona Brooks
3. Rockbridge Academy Art Curriculum Guide
4. *Teaching Art with Books Kids Love: Art Elements, Appreciation and Design with Award Winning Books*, Darcie Clark Frohardt
5. *Art is Fundamental: Teaching the Elements and Principles of Art in Elementary School*, Eileen S. Prince
6. *Stonebridge Art Guide: A Christian History Curriculum Guide for Teaching and Learning Art in the American Christian Principle Approach*, Wendy Giancoli
7. Website: "Art Projects for Kids.org" (for lesson ideas)
8. Art history resources:
  - a. \_\_\_\_\_

**SCHEDULE:**

One 1-hour class per week

# Physical Education

## ***K-6 Physical Education***

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*P.E. class will encourage psychomotor learning in play or movement. We will be working on cardiovascular fitness, muscular strength, muscular endurance, flexibility, nutrition and sportsmanship. This will be executed by lessons and sports play. The teaching of fundamentals of sports will provide an understanding and practical application to the students growth as individual Christians and as members of the Christian community.*

### **MATERIALS**

#### **Equipment:**

Cones  
Back Field  
Whistle  
Stopwatch  
Mats  
Soccer balls  
Pinnies  
Batons  
Frisbees  
Measuring Wheel  
Bases  
Ball pump  
Tennis balls  
Net  
Volleyballs  
Bats  
T-balls  
Flags  
Gator balls  
Dodge balls  
Chalk  
Hula Hoops  
Jump Ropes  
Wiffle Balls

Physical Education for the Classical and  
Christ-centered School  
Physical Education for Children  
ESV Bible  
Heads Up!  
Great Big Book of Children's Games  
The Games Book

#### **Aids/Manipulatives, etc.:**

Crossword Puzzles  
Word Search  
Fill in the blank  
Diagrams

#### **Teacher References:**

##### **(Books)**

PE Education Curriculum Activities Kit  
PE Games & Activities Kit  
The Physical Education Teacher's Book of  
Lists  
Family Fitness

## **OBJECTIVES**

### **Knowledge and Skills Associated with:**

Soccer  
Cross Country  
Basketball  
Presidential Fitness  
Stretching & Strengthening  
Handball  
Ultimate Frisbee  
Kickball  
Flag Football  
Track & Field  
Volleyball  
Handball Tennis  
T-ball  
Fun Games (Capture the Flag/ Dodge ball/ Four Square)  
Heart Rate monitor and zones  
Nutrition  
Food Pyramid  
Aerobics  
Wiffle ball

### **Ideas:**

Sportsmanship  
Value of physical fitness  
Nutrition

### **Schedule:**

2 classes per week, 30 minutes each class

### **Grading:**

Students are assessed based upon:

- Good participation during activities
- Showing good sportsmanship during activities
- Working to improve skills over time

### **Grade Scale:**

E  
S+  
S  
N  
U