

CLASSIS

THE QUARTERLY JOURNAL OF THE
ASSOCIATION OF CLASSICAL & CHRISTIAN SCHOOLS

SINE DOCTRINA VITA EST QUASI MORTIS IMAGO





— *We are* **SERIOUS** *about the* **GOSPEL** —

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TABLE OF CONTENTS

Songs & Chants by Patch Blakey, ACCS.....	2
Assembly Sayings by Beacon Hill Classical Academy	3
Class Management "Positions" Song by Hickory Christian Academy	4
Seurat by The Geneva School of Boerne	5
Grammar Jingles by Providence Classical Christian School.....	6
The History of Israel by Covenant Academy.....	7
The Alamo by Trinity Christian Academy	8-9
Greek Gods and Goddesses by Bayshore Christian School	10
Latin Songs by St. Stephen's Classical Christian Academy	12
Literary Device Jingles by The Oaks: A Classical Christian Academy	13-14
Math Chant by Christian Heritage School.....	15
Math Jingles by Trinitas Christian School	16-17
Tchaikovsky Song/Chant by Christian Worldview Leadership Academy.....	18
Kindergarten Chants by Calvary Classical School.....	19
Rock Songs by Schaeffer Academy.....	20

ACCS

CLASSICAL CHRISTIAN
EDUCATION FOR THE WORLD

CLASSIS IS A QUARTERLY JOURNAL OF ARTICLES AND BOOK REVIEWS DESIGNED TO SUPPORT AND ENCOURAGE SCHOOLS AROUND THE WORLD WHICH ARE RECOVERING CLASSICAL CHRISTIAN EDUCATION. HARD COPIES ARE AVAILABLE TO ACCS MEMBERS AND BY SUBSCRIPTION.

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THE PRIMARY MISSION OF THIS ASSOCIATION IS TO PROMOTE, ESTABLISH, AND EQUIP SCHOOLS COMMITTED TO A CLASSICAL APPROACH TO EDUCATION IN LIGHT OF A CHRISTIAN WORLDVIEW GROUNDED IN THE OLD AND NEW TESTAMENT SCRIPTURES.

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Songs & Chants

by Patch Blakey

I'm not sure how the Israelites sang the songs that Moses wrote (Ex. 15:1–8; Deut. 31:30–32:43). Was it a *cappella* or accompanied? Also, what tune was used in Jesus' revelation to John (Rev. 15:3–4) where John saw the saints in heaven still singing at least one of Moses' songs? While the words are recorded for us in the Bible, the melodies are not. And the same applies to David and his songs and psalms. We know there were musical instruments that often accompanied these songs and psalms because we can see either the instruments utilized (Psa. 81:2) or know that it was written to "the Chief Musician" which implies the use of some form of music (see Psalms 75, 76, 77, 80, and 81 for examples).

The word "remember" is mentioned in the book of Deuteronomy twelve times. The twelfth time is in the song that Moses taught the children of Israel to sing.

*"Remember the days of old,
Consider the years of many
generations.
Ask your father, and he will
show you;
Your elders, and they will tell you."
(Deuteronomy 32:7)*

Is it possible that the songs of Moses and the Psalms of David and others were given as a means of *remembering* all that the Lord their God had said and done?

Even one of David's Psalms specifically includes a passage which should be encouraging to its singers and listeners,

"But the mercy of the LORD is

*from everlasting to everlasting
On those who fear Him,
And His righteousness to
children's children,
To such as keep His covenant,
And to those who remember His
commandments to do them."
(Psalm 103: 17–18)*

Perhaps singing this psalm would help put the singer in mind to remember God's commandments. One wonders if God's commandments were ever sung by the children of Israel.

This psalm also speaks of the nature and character of God, and His regard for His children.

*For as the heavens are high
above the earth,
So great is His mercy toward
those who fear Him;
As far as the east is from the
west,
So far has He removed our
transgressions from us.
As a father pities his children,
So the LORD pities those who
fear Him.
For He knows our frame;
He remembers that we are dust.
(Psalm 103: 11–14)*

In the New Testament, the Apostle Paul urged those in the churches at Ephesus and Colossae to speak, teach, and admonish one another with psalms, hymns, and spiritual songs (Eph. 5:19; Col. 3:16). To do so was an indication of being in submission to the Holy Spirit and also an indication of godly wisdom.

Consistent with what the Bible teaches, Dorothy Sayers astutely observed that young children have a natural propensity to take in

new information. She stated in *The Lost Tools of Learning*, "The Poll-parrot stage is the one in which learning by heart is easy and, on the whole, pleasurable; whereas reasoning is difficult and, on the whole, little relished." Because this is the way the Lord seems to have created most children, teaching them songs, chants, rhymes, and verses is a key element of the instruction for young students at ACCS schools.

To that end, ACCS is thankful for the many schools and teachers which have so willingly contributed the chants they use in their classrooms and which are published in this issue. There were far more submissions than ACCS could reasonably publish in this journal so we hope to ultimately include all of them on the ACCS website.

Patch Blakey is the ACCS executive director.

Assembly Sayings

*Beacon Hill Classical School
Camirillo, CA*

Call	Response
1. Leave it	better than you found it.
2. God is opposed to the proud.	but gives grace to the humble.
3. Those who are faithful with little	will be faithful with much.
4. Finish	strong!
5. Writers	revise.
6. Go to the ant you sluggard	consider her ways and be wise.
7. No	excuses sir!
8. If you fall down.	smile and shake it off!
9. Hustle	to help out.
10. He who hates correction	is stupid.
11. Rebuke a wise man	and he will love you.
12. You will reap	what you sow.
13. How are you?	Better than I deserve.
14. To whom much is given	much is required.
15. Christ	is Lord. Christ...is all.
16. Love. (boys) your brothers . . . (girls) and your sisters too!	
17. Lines!	speedy, straight, silent!
18. Give thanks always	for all things.
19. If anyone will not work	neither let him eat.
20. Cover it	in love.
21. Ladies	first!
22. Dig.	deep!

Comments from **Beacon Hill**: The assembly sayings are built off of ones we got from Matt Whitling at Logos School (Moscow, ID). The headmaster, teacher, or parent says the call and the students say the response. We learn one from each list each week, and review all the old.

For more information, contact Devin Smith at bhcafam@gmail.com.

Class Management “Positions” Song

Hickory Christian Academy

Hickory, NC

(sung to “Frère Jacques”)

Position 1, position 1;	Position 3, position 3,
Position 1, position 1;	Position 3, position 3;
Arms on desk,	Standing straight,
Hands together;	Hands by my side;
I can learn better, I can learn better.	Speak out loud, speak out loud.
Position 2, position 2,	Position 4, position 4,
Position 2, position 2;	Position 4, position 4;
Chair is back,	I can relax,
Hands in lap;	My teacher shares the facts;
Ready to stand, ready to stand.	My class behaves great!
	My class behaves great!

Comments from **Hickory Christian Academy**: When I taught kindergarten, I found the students needed a little something to help motivate them while moving to a new learning position. The song helped solidify just what to do until the students could obey the “position command” right away. (This is also a great review of learning positions for other grammar grades.) At the time, I was a new grammar teacher at Hickory Christian Academy. Some of our faculty traveled to Cary, NC, to learn more about teaching in a classical environment. I learned so many wonderful ideas. I observed the learning position commands at Cary Christian School. Then, I put together a little song to help my “kinders” enjoy the task of coming to attention.

“Position 1” is best for students sitting in desks or at tables to have them attend to the teacher and not play with items in their desk.

“Position 2” is used when teaching students to stand to answer. They do not have to deal with pushing the chair in and out since everyone is in the position to stand when their name is called.

“Position 3” is perfect for working on chants and sound-offs. The students are reminded that they must have sound quality when speaking.

“Position 4” is a relaxed position used to allow students to listen and learn while sitting at their desks. Students are quickly called back to “Position 1” if several are not attending as they should.

For more information, contact Connie W. Peeler at connie.peeler@hickorychristianacademy.com.

Seurat

The Geneva School of Boerne

Boerne, TX

(sung to “The Ants Go Marching”)

There was an artist who painted with dots, Seurat, Seurat;

There was an artist who painted with dots, Seurat, Seurat.

Our eyes see colors in special ways;

It’s called pointillism to this day

And it all began in the 18–80s.

Dot . . . Dot . . . Dot . . . Dot . . . Dot . . . Dot . . . Dot . . . Dot . .

Now, one of his paintings was called “Le Cirque”

Seurat, Seurat;

Another of bathers called “Une Baignade”

Seurat, Seurat;

“Sunday Afternoon on Le Grand Jatte,”

Another painting just full of dots

And it all began in Paris, France.



Dot . . . Dot . . . Dot . . . Dot . . . Dot . . . Dot . . . Dot . . . Dot .

Comments from **The Geneva School of Boerne**: This is a song about Georges Seurat, a French post-impressionist painter.

For more information, contact Beverly Johnson at bjohnson@genevaschooltx.org.

Grammar Jingles

Providence Classical Christian School
Lynnwood, WA

Call

Response

Singular Indefinite Pronouns *take singular verbs.*
 Those ending in –one. *anyone, everyone, someone, no one.*
 Those ending in –body. *anybody, everybody, somebody, nobody.*
 Those ending with –thing *anything, everything, something, nothing.*
 Those that imply one or none *one, each, either, neither, another.*

Call

Response

Plural Indefinite Pronouns:

Plural indefinite subject pronouns take plural verbs:

both, few, many, others, several.

Call

Response

Either Singular or Plural Indefinite Pronouns:

Remember, only the “either singular or plural” pronouns depend on prepositional phrases to determine whether they are singular or plural:

all, most, none, some, any, half.

Call

Response

Helping Verb Tenses:

1. Present tense helping verbs, I must remember these:

am, is, are, has, have, do, does.

2. Past tense helping verbs, I must remember these:

was, were, had, did, been.

3. Future tense helping verbs, I must remember these:

shall and will.

Comments from **Providence Classical Christian School**: These were written by Tami Gamble for the fifth-grade classroom.

For more information, contact Kitty England at KittyEngland@pccs.org.

The History of Israel

Covenant Academy

Cypress, TX

(Each dash is a clap or bang on the desk.)

1. The Patriarchs	--	2200–1700 BC	--
2. Slavery in Egypt	--	1700–1453 BC	--
3. The Exodus	--	1453 BC	--
4. Judges	--	1413–1020 BC	--
5. The United Kingdom	--	1051–931 BC	--
6. Solomon's Temple	--	960 BC	--
7. Divided Kingdom	--	930 BC	--
8. The Babylonian Exile	--	605–535 BC	--
9. Assyrian Exile	--	722–720 BC	--
10. Return & Rebuilding	--	536–415 BC	--
11. Conquering	--	Alexander the Great	--
12. Roman Rule	--	63	--
13. Jesus Christ	--	in 3	--
			--

Comments from **Covenant Academy**: This chant is useful when studying the historical books of the Old Testament.

For more information, contact Leslie Collins at headofschool@covenantacademyhouston.org.

The Alamo

Trinity Christian Academy
Lexington, KY

As colonists continued their move toward the west,
Settling new land was always their quest.
Stephen Austin made plans to go ask Spain,
“May we colonize your land while the Mexicans remain?”

America planned to grow in 1821
When ideas of Texas had only first begun.
Austin was too late, what a terrible shame;
Mexico had just declared independence from Spain.

Austin was sure the Mexicans wouldn’t say, “No.”
To this day they celebrate Cinco de Mayo.
Lots of land was there; Mexico was free
To sell acres to the settlers for a little fee.

Many Americans came to claim their own site;
For their crops of cotton, this soil was just right.
Mexico regretted extending the invitation,
Because Americans wanted an independent nation.

Santa Anna’s army came through Texas in anger;
Their government’s power was suddenly in danger.
Texans asked permission to join the United States;
Under Mexico’s rule they saw a dreaded fate.

Denied requests to join, Texans started to see,
The need still remained for their country to be free.
A constitution and a flag with only one star;
At this news Santa Anna declared, “Now they’ve gone too far!”

He brought thousands of men to San Antonio,
In 1836 to the mission, Alamo.
Insides its walls the Texans were fortified.
They refused to surrender; 187 died.

Davy Crockett and Jim Bowie gave more than a hand.
They crossed a line that was drawn in the sand.
Famous as frontiersmen and for a knife,
Both stood for what they believed and paid the greatest price.

Continued on next page.

For more information, contact Sheri’ James at sjames@trinitylex.org.

The Alamo

Trinity Christian Academy
Lexington, KY

General Houston and his army pledged to repay
Santa Anna for the grief of that horrible day.
They challenged his men, with great surprise;
Fierce revenge in the memory of those Texans' lives.

Texan soldiers attacked, as fast as they could go,
With the undying shout, "Remember the Alamo!"
With great joy and victory, away they all went;
Texans asked Sam Houston, "Will you be our president?"

In 1845, for many it came too late,
We added that lone star and Texas became a state.

Comments from **Trinity Christian Academy**: The third graders use this poem during their pioneer studies unit. They spend about nine weeks memorizing, with the culmination being a recitation at our special Grandparents' Chapel service just before Thanksgiving. The highlight of the recitation is when each child raises his fist and shouts, "Remember the Alamo!"

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Greek Gods and Goddesses

Bayshore Christian School

Fairhope, AL

Everybody Zeus and his siblings live in a palace with 12 thrones located on Mount Olympus.

1. **Zeus.** Three facts: Zeus is the god of gods and goddesses and also the god of heaven and earth. He is the son of Corinth. Zeus was not a faithful husband. The symbol of Zeus is a thunderbolt, an eagle, and an oak tree.
2. **Hermes.** Four facts: Hermes is the messenger god and the god of motion, commerce, and travelers. Hermes' father is Zeus. Hermes like to steal from the other gods, especially Apollo. The symbol of Hermes is the winged shoes, a winged helmet, and a caduceus.
3. **Apollo.** Four facts: Apollo was the god of light, music, poetry, and healing. Apollo was the twin brother of Artemis. He had a bad temper and when he was 4 days old, killed the serpent that tormented his mother. His symbols were the laurel tree, a lyre, and bows and arrows.
4. **Poseidon.** Three facts: Poseidon was the god of the sea, earthquakes, and horses. Poseidon is the brother of Zeus. His symbols were a trident, a bull, and a horse.
5. **Ares.** Four facts: Ares was the god of war. Ares was the son of Zeus and Hera. He delighted in destruction. His symbols were a war helmet, a spear, a dog, and a vulture.
6. **Hephaestus.** Two facts: Hephaestus was the god of fire and blacksmiths. His symbols were an axe, an anvil, and a blacksmith's hammer.
7. **Aphrodite.** Four facts: Aphrodite was the goddess of love and beauty. She is the daughter of Zeus. Aphrodite could be very loving and helpful, but was also ill-tempered, vain, and selfish. Her symbols were a myrtle tree and a dove.

Comment from **Bayshore Christian School:** This chant is used in Mrs. Whitecotton's third grade class.

For more information, contact John Howard at jhoward@bayshorechristian.org.

Greek Gods and Goddesses

Bayside Christian School

Fairhope, AL

8. **Artemis.** Four facts: Artemis is the goddess of the moon, wildlife, hunting and children. Apollo is Artemis' twin brother. She was vengeful, she once turned a man into a deer for spying on her. Her symbols were a deer and a bow and arrow.
9. **Demeter.** Four facts: Demeter is the goddess of agriculture. She was the mother of Persephone and one of the wives of Zeus. She is strong-willed, nurturing, motherly, and even generous. Her symbols were a shock of wheat, corn, and a torch.
10. **Hera.** Three facts: Hera was the goddess of marriage. Hera was one of the wives of Zeus. Her sons were Hermes and Ares, Poseidon, Hades, and others. Her symbols were a peacock, a scepter, and a cow.
11. **Athena.** Three facts: Athena was the goddess of crafts, wisdom, and war. When Zeus swallowed one of his wives, Athena came forth from his forehead. Her symbols were a shield, an owl, and an olive tree.
12. **Hestia.** Three facts: Hestia was the goddess of the hearth. Zeus and Poseidon were Hestia's brothers. Her symbols were a hearth and fire.

Latin Songs

St. Stephen's Classical Christian Academy
Eldersburg, MD

Latin Nouns and Verbs

(sung to "London Bridge is Falling Down")

Latin nouns are de-e-clined,
De-e-clined, de-e-clined;
Latin nouns are de-e-clined
Gender, case, and number.

Latin verbs are conjugated,
Conjugated, conjugated;
Latin verbs are conjugated,
Person, tense, and number.

Nouns Cases and Stems

(sung to "Anchors Away")

Nominative, genitive, dative, accusative,
Ablative and vocative are the si-ix Latin cases.
If you want to find the stem of any noun,
Just drop the ending of the genitive,
And write the word left down!

Prepositions with Ablative

(sung to "Three Blind Mice")

A or ab,
Cum, sub, de,
E or ex,
In, pro, sine
Are prepositions with ablative,
Are prepositions with ablative—
A or ab, cum, sub, de.

Comments from **St. Stephen's Classical Christian Academy**: These chants were submitted by Laura Routson, third grade teacher, St. Stephen's Classical Christian Academy. These chants are not original but passed down from her teachers!

For more information, contact Laurel Robinson at ststephenscca@gmail.com.

2nd Grade Literary Device Jingles

The Oaks: A Classical Christian Academy

Spokane, WA

Alliteration (Chant with the strong beat on the accented syllable.)

An alliteration is a repetition of beginning sounds in a group of words.
“Annie ate apples and almonds almost all afternoon.”

Dialogue (Chant with the strong beat on the accented syllable.)

Dialogue (clap, clap), dialogue (clap, clap)—
It’s a conversation between two or more characters.
Dialogue (clap, clap), dialogue (clap, clap).

Episode (sung to “Row, Row, Row Your Boat”)

Episode, episode,
Is a little chapter,
Or an event,
A continuing series,
A part of a whole story.
Frog and Toad,
Box Car Children,
Little House on the Prairie:
These are good examples of books with episodes.

Personification (sung to “I’d Like to Teach the World to Sing”)

“The heavens rejoice, the trees clap their hands,
And leaves are dancing in the wind.”
Giving human qualities to other things:
This is called personification.

Suspense (Chant with the strong beat on the accented syllable, with emotional feel.)

Anticipation, uncertainty, mysterious situations, curiosity.
What’s going to happen?
Will Tom paint the fence?
Does Charlotte save Wilbur?
This is all suspense.

Comments from **The Oaks: A Classical Christian Academy:** These are taught at grades 2 through 6 with review and application of jingles from previous years. A sixth grade student is assessed for mastery of all 22 jingles. In addition to classroom practice, use, and assessment, we also meet twice a week (grades 1-6) for Memory Period. This provides another opportunity to practice and review throughout the school year. The chants that are not set to a tune are commonly chanted with the strong beat on the accented syllable.

For more information, contact Kim Mewes at kim.mewes@theoakscga.org.

6th Grade Literary Device Jingles

The Oaks: A Classical Christian Academy

Spokane, WA

Dialect (Chant with the strong beat on the accented syllable.)

When speekin wid a dialect,
Thar really be ya see,
A certain way uh sayin sompun
That really be the key.

It have to do wid where yor from
And the folks ya call yor kin.
The way they talk be really strange
But it really ain't no sin.

Foreshadowing (Imitate the introduction to *The Shadow*)

Do do do do
Who knows what lurks in the hearts of books?
Foreshadow knows.
Who knows what is to come later in the book?
Foreshadow knows.
Who knows the clues to give to solve this mystery?
Foreshadow knows!

Irony (sung to “When You Wish Upon A Star”)

When you write the opposite
Of what you mean,
You are using irony
As you might have seen.

Irony is best used
To make the effect
Of hiding what you really mean
So no one suspects.

Satire (sung to “My Darling Clementine”)

A writer can use some satire
To poke fun at us all,
To tell us of our weaknesses,
And pin us against a wall.

He arranges his words
In such a way
To make the world seem strange,
In a way that might not be so nice,
To spur you on to change.

For more information, contact Kim Mewes at kim.mewes@theoakscga.org.

Math Chant

Christian Heritage School

Longview, TX

(Chant is done military sound-off style.

All nod heads at teacher when done.)

Teacher: How many inches in 1 foot?

Students: 12 inches in 1 foot.

T: How many feet in 1 yard?

S: 3 feet in 1 yard.

T: How many inches in 1 yard?

S: 36 inches in 1 yard.

T: How many cups in 1 pint?

S: 2 cups in 1 pint.

T: How many pints in 1 quart?

S: 2 pints in 1 quart.

T: How many quarts in 1 gallon?

S: 4 quarts in 1 gallon.

T: How many centimeters in 1 meter?

S: 100 centimeters in 1 meter.

T: How many inches in 1 meter?

S: 39 inches in 1 meter.

T: How many grams in 1 kilogram?

S: 1,000 grams in 1 kilogram.

T: How many ounces in 1 pound?

S: 16 ounces in 1 pound.

T: How many minutes in 1 hour?

S: 60 minutes in 1 hour.

T: How many hours in 1 day?

S: 24 hours in 1 day.

T: How many days in 1 week?

S: 7 days in 1 week.

T: How many months in 1 year?

S: 12 months in 1 year.

T: How many weeks in 1 year?

S: 52 weeks in 1 year.

T: How many days in 1 year?

S: 365 days in 1 year.

T: How many days in 1 LEAP year?

S: 366 days in 1 LEAP year.

T: A leap year occurs?

S: Every 4 years.

T: The extra day goes in?

S: FEBRUARY!

Comments from **Christian Heritage School**: This math chant helps with some of the trickier measurements, time, and other math equivalency concepts mastered in second grade. This is the basic chant taught at the beginning of the school year. To start, we perform this chant at least 3 times each week. Later we drop to about once a week. As the year progresses, we add dozen, half-dozen, money, and any other math information needed during the school year. When new information is added, we do increase the frequency with which we use this chant until we feel the new information is mastered.

For more information, contact Carrie K. Terry at Carrie Terry at cterry@chs-longview.com.

Math Jingles

Trinitas Christian School

Pensacola, FL

Angles

(tune of “When You Wish Upon a Star”)

When you classify angles
You must measure large and small.
When we’re finished you will name them:
Acute, right, obtuse.

Right angles are easy to see
Because they measure 90 degrees.
They have corners that are square:
Right angles.

If your angle seems to small,
Don’t you worry not at all.
Angles that are less than square
Are called acute.

Larger angles can be found
Leaning back or upside down.
If this angle passes 90,
It’s obtuse

Now you know them large and small.
We can classify them all.
If you practice you can find them:
Acute, right, and obtuse.

Roman Numerals

(tune of “Winnie the Pooh”)

Roman numerals, Roman numerals:
1, and 5, and 10, and 50.
Roman numerals, Roman numerals:
I, V, X, and L.

Roman numerals, Roman numerals:
100, 500, and 1,000.
Roman numerals, Roman numerals:
C, and D, and M.

Naming Operations

(tune of “Them Bones”)

An addend is added to an addend.
A subtrahend’s subtracted from a minuend.
A factor’s multiplied by a factor,
And a dividend’s divided by a divisor.

The answer to addition is a sum.
The answer to subtraction is the difference.
The answer to multiplication is the product,
And the answer to division is the quotient.

For more information, contact Wendy Phillips at wendyph1154@hotmail.com.

Math Jingles

Trinitas Christian School

Pensacola, FL

Liquid Conversion

(tune of “Farmer in the Dell”)

Liquid measurement, liquid measurement,
We know the conversion of liquid measurement.

8 ounces in a cup, 8 ounces in a cup,
Converting liquid measurement,
8 ounces in a cup.

2 cups in a pint, 2 cups in a pint,
Converting liquid measurement,
2 cups in a pint.

2 pints in a quart, 2 pints in a quart,
Converting liquid measure,
2 pints in a quart.

4 quarts in a gallon, 4 quarts in a gallon
Converting liquid measurement,
4 quarts in a gallon.

8 ounces in a cup, 2 cups in a pint,
2 pints in a quart, and 4 quarts in a gallon.

Liquid measurement, liquid measurement.
We know the conversion of liquid measurement.

Polygons

(tune of “Be Our Guest”)

Po-ly-gons, polygons are shapes made out of lines. They connect at all their angles and are named by all their sides. Polygons with three sides are called triangles, four is a quadrilateral, five is a pentagon, six is a hexagon, eight—octagon. Now we're done, polygons.

For more information, contact Wendy Phillips at wendyph1154@hotmail.com.

Tchaikovsky Song/Chant

Christian Worldview Leadership Academy

Kansas City, MO

(sung to “March of the Toy Soldiers” from the Nutcracker, repeat theme one 3 times)

This is a song about Peter T.
T stands for Tchaikovsky.
He was born in 1840
And died in 1893;
A most beloved composer,
That you will see!

This is a song about Peter T.
T stands for Tchaikovsky.
Operas, ballets, symphonies,
He was good at writing these,
The “Nutcracker” is a favorite one, it’s very “Christmassy.”

This is a song about Peter T.
T stands for Tchaikovsky,
A composer in the Romantic scene,
A remarkably talented human being—
His music lives on to be enjoyed through history!

Comments from **Christian Worldview Leadership Academy**: This is used to introduce K–2 students to classical composers. The words were written by Mrs. Anna Burnett, music teacher at Christian Worldview Leadership Academy (CWLA).

For more information, contact Yummy Pandolfi at ypandolfi@cwlaclassical.org.

Kindergarten Chants

Calvary Classical School

Hampton, VA

The Body

Through the body blood goes, sending food, oxygen, and germ fighters from head to toes.

To stand up, we need bones. A skeleton protects us from sticks and stones.

Muscles make us move!

Got a message from your head to your toes? Through the spine and nerves, the message goes.

Mouth, esophagus, stomach, small and large intestine, make your digestion.

Comments from **Calvary Classical School**: We use this chant as we learn about our bodies which are fearfully and wonderfully made (Psalm 139:14). We have a book to read for each body system and do a craft. I trace and cut the student's body out of butcher paper. Student cuts and glues body parts after each lesson: selected bones, brain, heart (red), lungs (wax paper), stomach (kids draw in food), and intestines. I staple on a photograph of the child's face, life-size, copied on copy paper. We also clothe the body. I trace an outline of clothing to match the child's butcher-body shape on white paper. The child paints the clothing, cuts it out, and I staple it at the shoulders. The clothing and the head can be lifted and the body parts seen underneath. We learn about the importance of our blood, but most of all, we remember that the blood of Christ redeems us (I Peter 1).

The Five Senses

(sung to "Reuben, Reuben")

Eyes for seeing,

Nose for smelling,

Tongue for tasting,

Ears for hearing,

Hands for touching all around us,

These five senses, God has given us.

Comments from **Calvary Classical School**: We have various activities related to the five senses and use this song to help us review. Psalm 34:8 and I John 1:1 are good reminders regarding the importance of our senses. I stress in many ways to my students throughout the day the importance of using their senses well as they attend, learn, and grow in kindergarten.

For more information, contact Linda Sawanowich at Curriculum@calvary.hrcoxmail.com.

Rock Songs

Schaeffer Academy

Rochester, MN

The Rock Song

(tune of “Mickey Mouse” song. Chant the words in italics)

There are three basic kinds of rocks I really ought to know:

Igneous, metamorphic, sedimentary!

Igneous—rocks formed from cooled magma or lava, examples are granite and obsidian.

Metamorphic—rocks formed from heat and pressure, examples are slate and marble.

Sedimentary—rocks formed from sediments being pressed together, examples are sandstone and limestone.

There are three basic types of rock I really ought to know:

Igneous, metamorphic, sedimentary!

The Rock Cycle Song

(to the tune of “Señor Don Gato”)

I want to tell you ‘bout the rock cycle;

It’s a cycle that goes round and round.

First it starts with igneous, which are hot, hot, hot!

Then it breaks in sediments, which are small, small, small;

The layers pile up and are pressed down.

Sedimentary rock is formed and cemented tight:

It might be sandstone, limestone or siltstone.

But the rock can still be changed by the heat and pressure;

Metamorphic rock is made, maybe slate or marble

And the rock cycle continues.

Metamorphic rock can be broken apart.

Sediment can fall and become sedimentary rock

Or high heat can melt the rock to its start, start, start.

It melts within the earth, makes a brand new rock—

Igneous rock repeats the rock cycle.

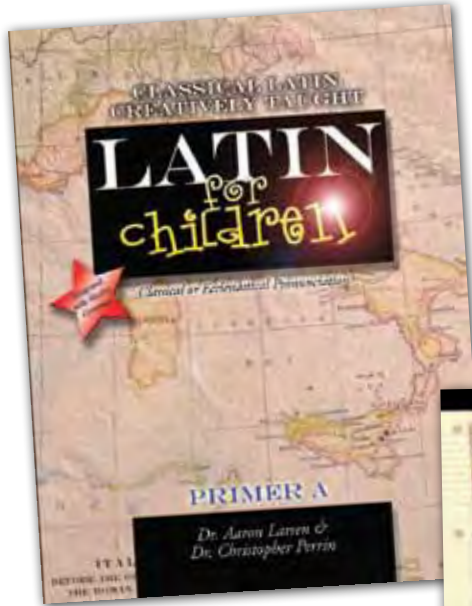
For more information, contact Lori Quam at quam.lori@schaefferacademy.org.

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