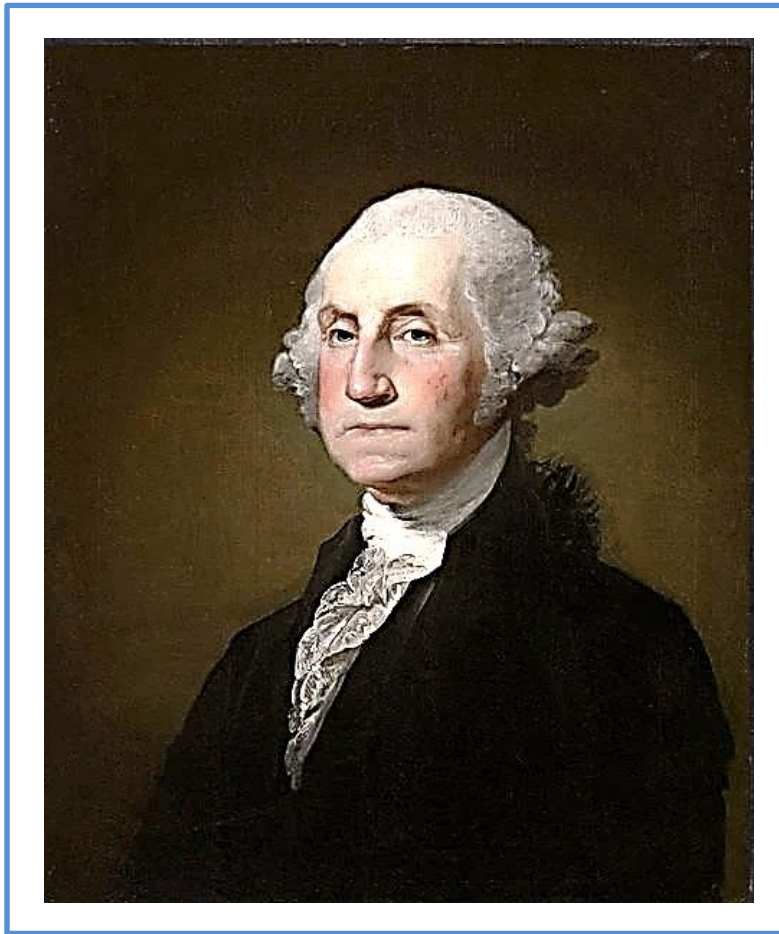


Program 2

Lesson Guide



~Lower School B~

Year 2, 3 & 4

Written by Lisa Kelly



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Please read these notes.

Author's Notes

When using this guide, the greatest emphasis should be placed on using it in a manner that is best for the student(s). It is designed to be flexible enough to use with children from ages 7 to 10, but please adapt as needed. This makes it appropriate for young children of varying reading, skill and interest levels.

The narration suggestions and the light introduction of techniques and elements in literature and poetry reflect these variations. Some children will need only the gentlest and lightest of narrations suggestions with minimal writing, while other children will need narration suggestions which include more writing, a light introduction to literary elements or digging deeper into creative or reflective style narration suggestions.

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

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

Please read through all of the very detailed teaching methods and principles which can be found in *Teaching Notes for Lower School B.*

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

For example RWH: CHOW, RP is a label within the guide to remind you that you can find the mentioned resource at the website under menu tab “Resources” and then under the category “World History”. From here you will look for the Resource Pages (RP) for *A Child's History of the World* (CHOW).

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

World History is considered optional if following the scope and sequence for “Curriculum by Programs”. There is certainly room in the reading schedule for it, since American History is only scheduled for one lesson per week. Choose what fits your family best. The ancient time period (approximately the first third) of *A Child's History of the World* by V. M. Hillyer will have already been suggested for study in Foundations Year One. It is intended that students will go on to complete the book by working through at least 2 of the programs in Lower School B. Therefore, students will go on to study the medieval time period (approximately the middle third) of the book in Program 1. The modern time period (the remainder of the book) will be suggested for study in Programs 2-4. It is assumed that students will complete the book with one of the latter three programs and move on to Lower School A, where they will add British History.

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

Thank You,

Lisa Kelly

Program 2 Lesson Guide –Book List

16th -18th Century History

Science and Natural History

- Holiday Shore* by Edith M. Patch
- Pagoo* by Holling C. Holling

This list is not complete, since this is a sample only.

American History

Years 2-3

- Colonial Life* by Brendan January
- Benjamin Franklin* by Ingri and Edgar P. D'Aulaire

Year 4

- Exploration and Conquest: The Americas After Columbus* by Betsy and Giulio Maestro
- The New Americas: Colonial Times* by Betsy and Giulio Maestro

This list is not complete, since this is a sample only.

World History –OPTIONAL

- A Child's History of the World* by V. M. Hillyer –chapters 61-91
- Bard of Avon* and *Peter the Great* by Diane Stanley [2 books; *Good Queen Bess* is OPT]
- From the Good Mountain: How Gutenberg Changed the World* by James Rumford

This list is not complete, since this is a sample only.

British History –YEAR 4

- Our Island Story* by H. E. Marshall –chapters 55-96
- Bard of Avon* by Diane Stanley [Read in World History *or* Here –NOT BOTH]

This list is not complete, since this is a sample only.

Geography

Years 2-4

- Y2 –*Geography from A to Z* by Jack Knowlton
- Y2 –*water land* by Christy Hale
- Y3 –*Paddle-to-the-Sea* by Holling C. Holling
- Y4 –*Minn of the Mississippi* by Holling C. Holling
- Y4 –*Ship’s Boy with Magellan* by Milton Lomask

Literature and Poetry

All

- The Book of Nature Myths* by Florence Holbrook [selections]
- Into the Forest: Enchanted Explorations* (Vol. 2 of the Finding Faerie Series) by Lisa Kelly [see selection titles on page which follows; if your students have read these last year, then omit, reread, or read from omitted selections from *The Book of Nature Myths*]
- Selections from William Blake + *A Visit to William Blake’s Inn* by Nancy Willard

This list is not complete, since this is a sample only.

Choose 4-5

Reading guides for all six books below are included in *Program 2: Companion Pages for Lower School B*.

- The Wheel on the School* by Meindert Dejong
- The Hundred Dresses* by Eleanor Estes
- The Five Little Peppers and How They Grew* by Margaret Sidney

This list is not complete, since this is a sample only.

Years 2-3 [OPT Y4*]

- Book of Greek Myths* by Ingri and Parin D’Aulaire

Year 4

- The Song of Hiawatha* by Henry Wadsworth Longfellow

This list is not complete, since this is a sample only.

The Arts

Students in Lower School B will study individual composers and artists. For these studies, choose at least one artist and one composer to study per term (12 weeks) from the many listed in the “Program” section of this lesson guide. Mini-guides designed to focus on suggested artists and composers are currently being published through the Shop if you’d like to consider these options. These are titled *Spotlights: Illuminating Great Artists & Musicians*.

Full Schedule Outline per 6 Weeks

P2-LSB/Term One

Subject	Week 1	Week 2	Week 3	Week 4
Math				
Grammar				
Reading				
Y4 IR	<i>Amos Fortune, Free Man</i>	<i>Amos Fortune, Free Man</i>	<i>Amos Fortune, Free Man</i>	<i>Amos Fortune, Free Man</i>
Handwriting, Copywork & Dictation				
Foreign Language Family				
Recitations All Year Y4 -“England’s Sovereigns. in Verse” =ESIV	Y2-“The Kind Moon” Y3-“The Swing” Y4-“The Tiger”+ ESIV	Y2-“The Kind Moon” Y3-“The Swing” Y4-“The Tiger” +ESIV	Y2-“The Kind Moon” Y3-“The Swing” Y4-“The Tiger” + ESIV	Y2-“The Kind Moon” Y3-“The Swing” Y4-“The Tiger” + ESIV
Natural History	Introduction to Classification + <i>Karl, Get Out of the Garden</i>	Food Chains & Food Webs + <i>Who Eats What?</i>	<i>Oceans</i>	<i>Holiday Shore C1</i>
	Animal Classification	Food Chains I	Tides	Evaporation
	Photosynthesis	Food Chains II	Waves	Water Cycle
	Day 5-Nature Experience Notebook-Seasonal Animal	Find and Describe 2 Nuts	Notebook- Seasonal Plant	Find and Describe 1 Weather
American History	Y2& 3 - <i>Colonial Life</i> Y4 - <i>Exploration & Conquest</i>	Y2& 3 - <i>Colonial Life</i> Y4 - <i>Exploration & Conquest</i>	Y2& 3 - <i>Colonial Life</i> Y4 - <i>Exploration & Conquest</i>	Y2& 3 - <i>Colonial Life</i> Y4 -OPEN/EXT
World History OPTIONAL	<i>A Child’s History of the World</i> C61 + <i>From the Good Mountain</i>	<i>A Child’s History of the World</i> C62	<i>A Child’s History of the World</i> C63	<i>A Child’s History of the World</i> C64
British History Year 4 [Days 3 & 4]	<i>Our Island Story</i> C55	<i>Our Island Story</i> C57	<i>Our Island Story</i> C59	<i>Our Island Story</i> C61
	<i>Our Island Story</i> C56	<i>Our Island Story</i> C58	<i>Our Island Story</i> C60	<i>Our Island Story</i> C62
The Children’s Hour	<i>Shakespeare’s Seasons</i> Reading 1	<i>Shakespeare’s Seasons</i> Reading 2	<i>Shakespeare’s Seasons</i> Reading 3	<i>Shakespeare’s Seasons</i> Reading 4

Literature –Day 1				
Literature –Day 2				
Literature –Day 3				
Legends & Tales	<i>The Book of Nature Myths</i> “The Story of the First Butterflies”	<i>The Book of Nature Myths</i> “Why the Magpie’s Nest...”	<i>The Book of Nature Myths</i> “Why the Parrot...”	<i>The Book of Nature Myths</i> “Why the Tail of the Fox...”
Y4 –Poetry	<i>The Song of Hiawatha</i> Introduction	<i>The Song of Hiawatha</i> “The Peace Pipe”	<i>The Song of Hiawatha</i> “The Four Winds”	<i>The Song of Hiawatha</i> “Hiawatha’s Childhood”
Myths	<i>Book of Greek Myths</i> –R1	<i>Book of Greek Myths</i> –R2	<i>Book of Greek Myths</i> –R3	<i>Book of Greek Myths</i> –R4
	<i>Heroes of Asgard</i> –R1	<i>Heroes of Asgard</i> –R2	<i>Heroes of Asgard</i> –R3	<i>Heroes of Asgard</i> –R4
Picture Study Family	Bio of Artist +PS	Maintain	PS	Maintain
Art Technique				
Drawing				
Music Appreciation	Lesson One	Review	Lesson Two	Play selection(s) from L2
Music Technique				
Geography	Y2-w/1 & L1 Y3- Paddle Y4-Minn	Y2-w/1 & L2 Y3- Paddle Y4-Minn	Y2-w/1 & L3 Y3- Paddle Y4-Minn	Y2-w/1 & L4 Y3- Paddle Y4-Minn
Handcrafts Family				
Religion				

This schedule is not complete, since this is a sample only; there are 36 weeks in total.

Sample Schedule -LSB (Years 2-4)

Day One	Day Two	Day Three	Day Four	Day Five
Math	Math	Math	Math	Math
Natural History	Natural History	Natural History	World History OPT (Y2 & Y3)	American History
			British History Y4	
Handwriting	Copywork Y2	Handwriting	Copywork Y2	Handwriting
	Dictation Y3-4		Dictation Y3- 4	
Free Play	Free Play	Free Play	Free Play	Free Play
Music Singing-Foreign Language Songs, Hymns, Folk Songs	Music Singing-Foreign Language Songs, Hymns, Folk Songs	Music Appreciation & Theory	Art Technique Drawing, Painting Sculpting	Music Singing-Foreign Language Songs, Hymns, Folk Songs
Foreign Language	Foreign Language	British History Y4		Foreign Language
Recitations	Drawing	Recitations	Geography	Handcrafts
Reading Y2 Y3, as needed	Reading Y2 Y3, as needed	Reading Y2 Y3, as needed	Reading Y2 Y3, as needed	Reading Y2 Y3, as needed
Grammar –Y4		Grammar –Y4		
LUNCH & BREAK				
NATURE EXPERIENCES & NOTEBOOK Day 5 is meant to have extra time allotted for a longer nature experience.				
THE CHILDEN'S HOUR Bring the family together to read aloud literature, tales, and poetry as well as conduct your picture study. You may also wish to make this a tea or snack time.				
1. Poetry 2. Literature	1. Picture Study 2. Literature	Literature	1. Legends & Tales 2. Y4 Poetry –B, H & NP*	Myths
QUIET TIME & EXTRACURRICULARS Give your students this afternoon time to use for independent reading, additional drawing, painting and brushwork, handcrafts, instrument practice and extracurricular activities. Play the selected pieces of the composer being studied during this time. Older students might work on their Book of Centuries, Copybooks or Commonplace Books. Younger students might make entries into their copybooks, but at this level should still be supervised.				
DINNER/SUPPER				
STORYTIME/GAMES/INDEPENDENT READING Use this time for reading aloud or as time for older children to read independently. Some books which don't fit within the "Children's Hour" may overflow into this time period. Playing games as a family is always a great option.				

*B, H & NP=Ballads, Historical and Narrative Poems (Y4 Poetry)

Notes for Sample Schedule

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

These labels in the schedule are guidelines to stay on track, since Lower School B is designed to be a 3 year study. Feel free to adjust as needed.

- * Natural History will be a shared activity, but Year Four students should be asked to complete at least some written narration work. [This would include labeled diagrams, lists, charts, sketches, etc.]
- * World History using *A Child's History of the World* by V. M. Hillyer for Years 2-3 are considered optional. There is certainly time in the schedule for the lessons. These lessons will be included in *Program 2: Lesson Guide for Lower School B*.
- * Students in Year 3 and above can move into a copybook, if ready. This work can be done during Quiet Time and Extracurriculars, but please still supervise this work for this level. If you prefer, keep your students working in their copybooks in the upper part of the schedule, perhaps when Year Two students are working on copywork. If you move this activity up into this area of the schedule, be sure to separate it from dictation. You would not want to ask students to carefully write in their copybooks and then immediately write for dictation.
- * Reading lessons are assumed in Year Two and are as needed for students in Year Three. Please adjust this for each individual student. Grammar is introduced to students in Year Four.
- * Year Four students will see an added study of historical poems and ballads as well as longer, narrative poem selections. There will also be one more poem for recitation as well as a longer poem for recitation, the latter poem being worked on throughout the year.

Additionally

- Students can work with puzzles, blocks, LEGO® bricks or work on Handcrafts while listening to stories and poetry or while listening to the music of the composer being studied.
- This is titled "Sample Schedule" for a reason. Please don't feel that you must follow it as it is set up. This design is also meant to accommodate families who might have children in multiple levels within Lower School B at once. Again, please adapt as best fits your family.
- Typically read or do lessons with younger children first, allowing them the option to leave the group setting as they need.

Literature & Poetry

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

Some elements and techniques are lightly introduced this year. Please gently introduce these ideas to students or omit them, if needed. Students at this level do not **need** this information, although some children may enjoy discussing some of them. Knowing how to recognize title, author and illustrator would be beneficial. While there are many terms listed below, the majority are introduced to Year Four students. Also, additional terms may be introduced based on which children's classic books are included for the year. Prediction, a reading strategy is also included in some instances.

Literary and Poetic Elements

- legend
- sonnet
- imaginary vs. real
- heroes and heroines
- play [drama]
- character
- myth
- epic
- mood
- rhyme scheme

Literary and Poetic Techniques

- alliteration
- personification
- imagery
- similes, metaphors and extended metaphor
- parallelism
- repetition
- foreshadowing

Geography

In Year One, students were introduced to the nearly spherical shape of Earth, Earth's rotation and revolution, the concept of a map, weather, the points of a compass, continents, oceans, water, soil, a look at homes across the world and an introduction to children from other places.

Students in Lower School B will learn about other people and cultures through the perspectives of explorers, adventurers and the detailed accounts of Paddle and Minn from Holling C. Holling's *Paddle-to-the-Sea* and *Minn of the Mississippi*. The latter books delve deeply into the geography of lakes and rivers and how these geographical features impact its surrounding people, culture and history.

Students in Year Two will intently study geographical bodies of water and landforms through Hale's *water land* and Knowlton's *Geography from A to Z*. Both books will provide an excellent introduction to these geography terms; creating models and keeping a notebook will further cement these ideas. Further notes about these activities can be found in *Teaching Notes for Lower School B*.

Students in Year Three and Year Four will also take part in a geographical survey study of their home country. All students would benefit from having access to puzzle maps and a large wall map of their home country. There are many resources online –for purchase and sometimes for free– of printable state and province coloring pages, map outlines, etc. There are suggested resources in *Teaching Notes for Lower School B*.

Year Four students will also follow Pedro's voyage in *Ship's Boy with Magellan* by Milton Lomask, keeping a map record as they read. Further details on keeping a map record can be found in *Teaching Notes for Lower School B*, while a printable map for this book can be found in *Program 2: Companion Pages for Lower School B*.

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

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

American History

Students will study American History from *approximately* 1500-1799 with a focus on Colonial America and the American Revolution, emphasizing such historical persons as Benjamin Franklin, George Washington, Phillis Wheatley and such events as The Boston Tea Party. Year Four students will also study such historical persons as Benjamin West and Benjamin Banneker and such events as the exploration of the Americas and the French and Indian Wars.

Students will learn of how Colonial Americans and Native Americans strived to live together –often failing– and how later the tensions between the British and the colonists erupted into a declaration for independence. They will locate some places on a map or globe, discuss new words and narrate after the readings. Narrations include prompts which allow students to tell or describe what they’ve learned, draw pictures, write lists with their teacher, consider different perspectives, dictate or write journal entries, build models and much more.

Year Four Students

Year Four students will share some books with younger students, but will also have books of their own. *Exploration and Conquest: The Americas after Columbus*; *The New Americas: Colonial Times and Struggle for a Continent: The French and Indian Wars* by Betsy and Giulio Maestro give Year Four students more details of the early development of America, tracking from the establishment of its first settlements, then onward as colonies and later as a fledgling nation.

Year Four students will additionally read *Benjamin West and His Cat Grimalkin* by Marguerite Henry, *Benjamin Banneker: Pioneering Scientist* by Ginger Wadsworth and *Amos Fortune, Free Man* by Elizabeth Yates independently. These books can also be read with the teacher, as needed. Additional books are suggested for independent reading (Years 2-4) for 16th-18th Century American History in *Program 2: Lesson Guide for Lower School B* which could also be used for independent reading.

Natural History

Natural History in Program 2 includes a focus on astronomy using *A Child's Introduction to the Night Sky* along with a few supplemental books. Students will also study the ecology of shore and sea using *Holiday Shore* by Edith M. Patch and *Pagoo* by Holling C. Holling in addition to a few supplemental books.

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

Here are just some of the many object lessons, demonstrations and activities which will be included:

- food chains & food webs
- shells
- sand dollars & starfish
- animal adaptations
- crabs
- tides
- properties of matter
- the two dippers
- modeling the planets

...and more

Nature experiences, keeping a nature notebook and other natural history activities are fully explained in *Teaching Notes for Lower School B*. Please read these very important teaching articles and notes.

The Arts

Students will add to their appreciation of music through composer studies. A different composer should be studied each term, so typically 3 per year. A brief biography of each composer should be read, building an introductory study of musical history. Consider purchasing several composer study mini guides titled *Spotlights: Illuminating Great Artists & Musicians* at the Shop. These small guides focus on famous composers and include lessons for each selection studied. Children will be introduced to terms such as tempo, dynamics, mood, concerto, symphony, and more.

Art appreciation is designed so that families may choose a different artist each term. Short biographies and selections from the artist's work are the focus for this study. These brief biographies contribute to an overview of art history. Consider purchasing several artist study mini guides titled *Spotlights: Illuminating Great Artists & Musicians* at the Shop. These small guides focus on famous artists and include all that you will need to conduct picture study. Children will be introduced to terms such as fresco, landscape, portrait, tondo, etc.

Art technique, music theory, drawing, handcrafts and singing are more fully explained in the teaching notes of the first week and from the articles found in *Teaching Notes for Lower School B*.

British History

Students in Year Four will continue British History using *Our Island Story* by H. E. Marshall, *Bard of Avon* by Diane Stanley, *The Story of Sir Walter Raleigh* by Margaret Duncan Kelly and *George vs. George* by Rosalyn Schanzer. This study is meant to take four years; therefore, students will transition to World History in Year Eight. Book selections will vary each year, although *Our Island Story* will be the focal book for three of the four years. Program 2 will concentrate on 16th-18th century British History –or, primarily, early modern British History.

Optional World History

World History is considered optional for this level, since some families want to concentrate on national history. However, there is room in the reading schedule if you'd like to include it.

In Program 2, students will focus on the modern time period, which will be introduced with *A Child's History of the World* by V. M. Hillyer and includes chapters 61-91. Students will have already covered the ancient time period in Foundations Year One (1-39). The medieval time period (40-60) is covered in Program 1. The remainder of the book (the Modern time period) will be covered in either Program 2, 3 or 4, whichever you prefer. This section is included in all three of the remaining programs, since all three fit into those time periods. Once the final section is complete, the student should be a Year Four student and will transition into British History.

Through the main text and some supplemental readings, students will learn of the Renaissance, Queen Elizabeth, Shakespeare, George Washington, Napoleon, the Mayflower, Age of Discovery and more. Notes before the reading allow students to review prior knowledge, locate places on a map or globe and learn new words. This allows for a fuller understanding of the information as it is read. Narration prompts vary, allowing children ample opportunities to respond.

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

World History

History Lesson Outline for Each Week

Before the Reading

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

Reading

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

After the Reading

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

Teaching Notes

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

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

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

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

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

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

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

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

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

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

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

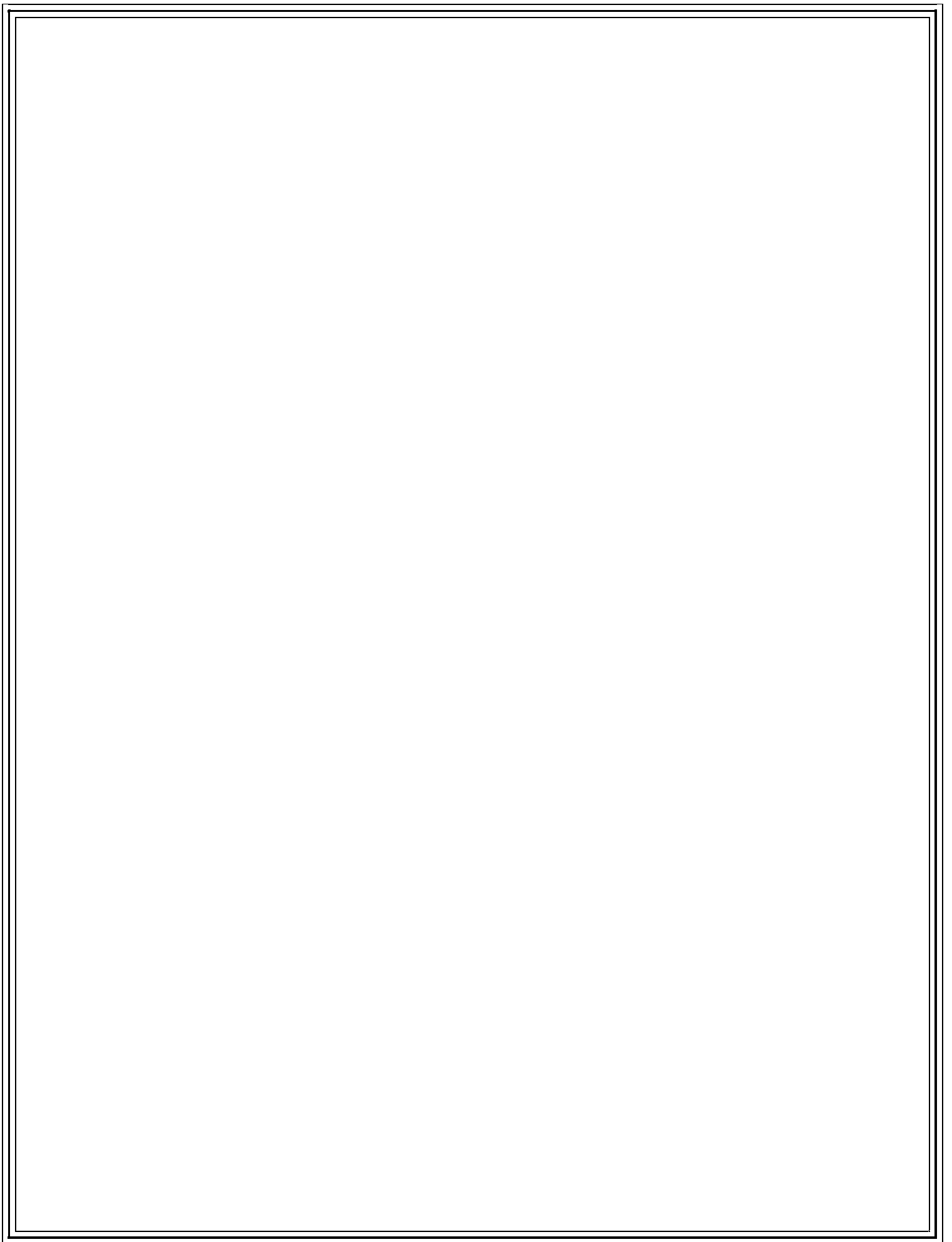
Additional Notes

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

Activities, maps, coloring pages and other resources protected by copyright laws accompanying the lessons are linked at *A Mind in the Light*. Look under Resources and then World History. Once here, look for *A Child's History of the World*. I will abbreviate this note and all subsequent references to it as RWH, CHOW, Chapter #, depending on the week in which the link or resource is needed. Be sure to download and print the Resource Pages (PDF), which can be found in this same location. These contain the images used in the lessons.

Program 2 –Years 2-4
~Week One~

Day One	Day Two	Day Three	Day Four	Day Five
Natural History Introduction to Classification + <i>Karl, Get Out of the Garden</i>	Natural History Animal Classification	Natural History Photosynthesis	World History OPT (Y2 & Y3) <i>A Child's History of the World</i> –C61 pp. 373-377 + <i>From the Good Mountain</i>	American History Y2& 3 - <i>Colonial Life</i> – R1 Y4 - <i>Exploration & Conquest</i> –R1
			Y4 British History <i>Our Island Story</i> –C56	Y4 IR <i>Amos Fortune, Free Man</i>
FREE PLAY				
Music Singing-Foreign Language Songs, Hymns, Folk Songs <i>Write song titles and singing lesson titles here.</i>		Music Appreciation & Theory Y4 British History <i>Our Island Story</i> –C55	Art Technique Drawing, Painting Sculpting <i>Write the lesson title from your chosen program here.</i>	Music Singing-Foreign Language Songs, Hymns, Folk Songs
Recitations Y2-“The Kind Moon” Y3-“The Swing” Y4-“The Tiger”	Drawing <i>Write the lesson title of your chosen drawing program here.</i>	Recitations Y2-“The Kind Moon” Y3-“The Swing” Y4-“The Tiger”	Geography Y2-w/1 & L1 Y3- Paddle Y4-Minn	Handcrafts <i>Write your handcraft choices here.</i>
LUNCH & BREAK				
NATURE EXPERIENCES & NOTEBOOK Day 5 is meant to have extra time allotted for a longer nature experience. <u>Day Five Notebook</u> <u>Seasonal Animal</u>				
THE CHILDEN'S HOUR Bring the family together to read aloud literature, tales, and poetry as well as conduct your picture study. You may also wish to make this a tea or snack time.				
Poetry <i>Shakespeare's Seasons</i> Reading 1	Picture Study <i>Write the title & artist of your chosen picture study here.</i>	Literature <i>Write the title & reading section of your chosen book here. Use the included lesson plans for reference.</i> EX. <i>Understood Betsy</i> –C1	Legends & Tales <i>Book of Nature Myths</i> “The Story of the First Butterflies”	Myths Y2&3/OPT Y4 <i>Book of Greek Myths</i> Reading 1
Literature <i>Write the title & reading section of your chosen book here.</i>	Literature <i>Write the title & reading section of your chosen book here.</i>		Y4 Poetry <i>The Song of Hiawatha</i> Introduction	OPT Y4 <i>The Heroes of Asgard</i> Reading 1
QUIET TIME & EXTRACURRICULARS Give your students this afternoon time to use for independent reading, additional drawing, painting and brushwork, handcrafts, instrument practice and extracurricular activities. Play the selected pieces of the composer being studied during this time. Older students might also work on their Book of Centuries.				
DINNER/SUPPER				
STORYTIME/GAMES/INDEPENDENT READING Use this time for reading aloud or as time for older children to read independently. Some books which don't fit within the “Children's Hour” may overflow into this time period. Playing games as a family is always a great option.				



Program 2 –Years 2-4
 ~Week Four~

Day One	Day Two	Day Three	Day Four	Day Five
Natural History <i>Holiday Shore</i> C1	Natural History Evaporation	Natural History Water Cycle	World History OPT (Y2 & Y3) <i>A Child's History of the World</i> –C64 pp. 398-403	American History Y2& 3 - <i>Colonial Life</i> Y4 –OPEN/EXT
			Y4 British History <i>Our Island Story</i> –C62	Y4 IR <i>Amos Fortune, Free Man</i>
FREE PLAY				
Music Singing-Foreign Language Songs, Hymns, Folk Songs		Music Appreciation & Theory Y4 British History <i>Our Island Story</i> –C61	Art Technique Drawing, Painting Sculpting	Music Singing-Foreign Language Songs, Hymns, Folk Songs
Recitations Y2-“The Kind Moon” Y3-“The Swing” Y4-“The Tiger”	Drawing	Recitations Y2-“The Kind Moon” Y3-“The Swing” Y4-“The Tiger”	Geography Y2-w/l& L4 Y3- Paddle Y4-Minn	Handcrafts
LUNCH & BREAK				
NATURE EXPERIENCES & NOTEBOOK Day 5 is meant to have extra time allotted for a longer nature experience. <u>Day Five Notebook</u> <u>Find and Describe -1 Weather</u>				
THE CHILDREN'S HOUR Bring the family together to read aloud literature, tales, and poetry as well as conduct your picture study. You may also wish to make this a tea or snack time.				
Poetry <i>Shakespeare's Seasons</i> Reading 4.	Picture Study	Literature	Legends & Tales <i>The Book of Nature Myths</i> “Why the Tail of the Fox...”	Myths Y2&3/ OPT Y4 <i>Book of Greek Myths</i> Reading 4
Literature	Literature		Y4 Poetry <i>The Song of Hiawatha</i> “Hiawatha's Childhood”	OPT Y4 <i>The Heroes of Asgard</i> Reading 4
QUIET TIME & EXTRACURRICULARS Give your students this afternoon time to use for independent reading, additional drawing, painting and brushwork, handcrafts, instrument practice and extracurricular activities. Play the selected pieces of the composer being studied during this time. Older students might also work on their Book of Centuries.				
DINNER/SUPPER				
STORYTIME/GAMES/INDEPENDENT READING Use this time for reading aloud or as time for older children to read independently. Some books which don't fit within the “Children's Hour” may overflow into this time period. Playing games as a family is always a great option.				

Program 2 -LSB/Week Four
~Looking Ahead~

Days Two -Three –Read over the Natural History lessons for the week. Ensure in advance that materials needed are on hand.

Day Four –Y4 students will need Image P: *The Field of the Cloth of Gold* from the Resource Pages meant to accompany *Our Island Story* –used in British History. Remember, these can be found at the website.

Day Four –Y2 students will need materials to make models in geography –see *Teaching Notes for Lower School B* for notes about this activity. Y3 & Y4 students will need access to a printed map in Geography if you are including the map work.

Program 2 -LSB/Week Four
~Day One~

_ Natural History

- * Read Chapter 1: “Welcome to the Shore” from *Holiday Shore*.

Before the Reading

- Connection: Have you ever been to shore? A beach? Tell about this.
- Distinguish between a cove and a bay.
- Advise children to always check with parents first before handling plants or animals.
- The tide will be studied in later lessons.

After the Reading

Narration Suggestions –Choose One

- Tell about some of the animals you might meet at Holiday Shore.
- Draw a picture of what you think Holiday Shore might look like. Give your picture a title or caption and share it with someone, telling about it.
- Write or dictate to you teacher a list of all the plants and animals you might see at Holiday Shore. Put a check by those which you have already met. Tell about 1-2 of them. Put a star by one that you would really like to learn more about. What would you like to know about it?

– Music

The “Program” section of this lesson guide contains song suggestions for the singing portion of music study. Families who wish may add hymns. Foreign language songs might also be played and sung during this time period.

– Recitations

Help students study their recitation piece. [Y2 –“The Kind Moon”; Y3 –“The Swing” and Y4 –“The Tiger”]

– Nature Experiences

See *Teaching Notes for Lower School B* for articles on nature experiences and natural history. Generally, shorter experiences take place on Days 1-4, saving Day 5 for a longer nature experience, but this can certainly be altered as needed.

– Poetry

- * Read the next 3 selections [*Henry VI*, *The Two Gentlemen of Verona* and *As You Like It*] from *Shakespeare’s Seasons*.

Before the Reading

- Connection: Which season follows winter? [Ans. spring] Describe this season.

After the Reading

Narration Suggestions –Choose One

- What makes spring special? How do the selections tell us this?
- Which do you prefer: the selection from *Henry VI*, *The Two Gentlemen of Verona* or *As You Like It*? Tell why.
- Write a list of things you love about spring. Use your list to write a few lines of verse which include some of these things.

– Literature

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

_ Natural History

Evaporation

- * Complete the object lesson for water forms, including evaporation and condensation. See Lesson 223 (Water Forms) from *The Handbook of Nature Study* –printed copy of this lesson to follow.

Teaching Notes

If you wish to review the properties of matter with your student, then please go to the included but optional lesson “Properties of Matter” which follows this object lesson and complete it before going on with this lesson.

This lesson goes into greater depth than may be needed for this level. Feel free to omit some of the lesson, concentrating more on observations 1-5.

I’ve also included the lesson on evaporation from *Nature Study by Grades* (Vol. 1, TE) by Horace H. Cummings for additional questions.

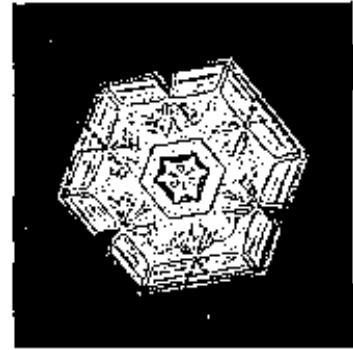
From *Handbook of Nature Study*, Lesson 223-Water Forms

LEADING THOUGHT

Water occurs as an invisible vapor in the air and also as mist and rain; and when subjected to freezing, it crystallizes into ice and frost and snow.

METHOD

The answers to the questions of this lesson should, as far as possible, be given in the form of a demonstration. All of the experiments suggested should be tried, and the pupils should think the matter out for themselves. In the study of the snow crystals a compound microscope is a great help, but a hand lens will do. This part of the work must be done out of doors. The most advantageous time for studying the perfect snow crystals is when the snow is falling in small, hard flakes; since, when the snow is soft, there are many crystals massed together into great fleecy flakes, and they have lost their original form. The lessons on frost or dew may be given best in the autumn or spring.



Photomicrograph by W. A. Bealley
High cloud snow crystal

OBSERVATIONS

1. Place a saucer filled with water near a stove or radiator; do not cover it or disturb it. Place another saucer filled with water near this but cover it with a tight box. From which saucer does the water evaporate more rapidly? Why?
2. We hang the clothes, after they are washed, out-of-doors to dry; what becomes of the water that was in them? Will they dry more rapidly during a clear or during a damp day? Why? Will they dry more rapidly during a still or during a windy day? Why? Will they dry more rapidly during hot or cold weather? Why?
3. Watch a teakettle of water as it is boiling. Notice that near its spout there is no mist, but what we call steam is formed beyond this. Why is this so? What is steam? Why does water boil away? Do kettles boil dry sooner on some days than on others? Why?
4. If the water disappears in the atmosphere where does it go? Why do we say "the weather is damp"? What force is it that wrings the water out of the atmosphere?
5. Why does the breath of a horse show as a mist on a cold day? Why do persons who wear spectacles find their glasses covered with mist as soon as they enter a warm room after having been out in the cold? Why do the windowpanes become covered with mist during cold weather? Is it the mist on the outside or on the inside? Why does steam show as a white mist? Why does the ice pitcher, on a warm day, become covered on the outside with drops of water? Would this happen on a cold day? Why not?

6. Why, when the water is invisible in the atmosphere, does it become visible as clouds? What causes the lower edges of cumulus clouds to be so level? What is fog? Why do clouds occur on mountain peaks? What causes rain?

7. What causes dew to form? When the grass is covered with dew, are the leaves of the higher trees likewise covered? Why not? What kind of weather must we have in order to have dewy nights? What must be the atmosphere of the air in relation to that of the ground in order to condense the dew? Does dew form on windy nights? Why not? Does all dew come from the air, or does some of it come from the ground through the plants? Why is not this water, pumped up by the plants, evaporated?

8. What happens to the dew if the weather becomes freezing during the night? What is hoar frost? Why should water change form when it is frozen? How many forms of frost crystals can you find on the grass on a frosty morning?

9. When a pond begins freezing over, what part of it freezes first? Describe how the first layer of ice is formed over the surface.

10. Place a bottle of water out of doors in freezing weather. How does the ice appear in it at first? What happens later? Why does the bottle break? How is it that water which has filled the crevices of rocks scales off pieces of the rock in cold weather? Why does winter wheat “winter-kill” on wet soil?

11. Why does frost form on a windowpane? How many different figures can you trace on a frosted pane? Are there any long, needle-like forms? Are there star forms? Can you find forms that resemble ferns and trees? Do you sometimes see, on boards or on the pavement, frost in forms like those on the windowpane?

12. When there is a fine, dry snow falling, take a piece of dark flannel and catch some flakes upon it. Examine them with a lens, being careful not to breathe upon them. How many forms of snow crystals can you find? How many rays are there in the star-shaped snow crystals? Do you find any solid crystals? Can you find any crystals that are triangular? When the snow is falling in large, feathery flakes, can you find the crystals? Why not?

13. What is the difference between a hailstone and a snow crystal? What is sleet?

*When in the night we wake and hear the rain
Which on the white bloom of the orchard falls,
And on the young, green wheat-blades, where thought recalls
How in the furrow stands the rusting plow,
Then fancy pictures what the day will see-
The ducklings paddling in the puddled lane,
Sheep grazing slowly up the emerald slope,
Clear bird-notes ringing, and the droning bee
Among the lilacs bloom-enchanting hope
How fair the fading dreams we entertain,
When in the night we wake and hear the rain!*

-Robert Burns Wilson

The thin snow now driving from the north and lodging on my coat consists of those beautiful star crystals, not cottony and chubby spokes, but thin and partly transparent crystals. They are about a tenth of an inch in diameter, perfect little wheels with six spokes without a tire, or rather with six perfect little leaflets, fern-like, with a distinct straight and slender midrib, raying from the center. On each side of each midrib there is a transparent thin blade with a crenate edge. How full of creative genius is the air in which these are generated! I should hardly admire more if real stars fell and lodged on my coat. Nature is full of genius, full of divinity. Nothing is cheap and coarse, neither dewdrops nor snowflakes.

A divinity must have stirred within them before the crystals did thus shoot and set. Wheels of storm-chariots. The same law that shapes the earth-star shapes the snow-stars. As surely as the petals of a flower are fixed, each of these countless snow-stars comes whirling to earth, pronouncing thus, with emphasis, the number six.

-Thoreau's Journal

From *Nature Study by Grades*, Lesson 33-Evaporation

Evaporation

What becomes of the water when the teakettle boils dry? {What becomes of the water} when wet clothes are hung out on the line to dry? Does all the rain after a shower soak into the ground? Refer to many familiar examples of water disappearing this way. Perform a few simple experiments to illustrate evaporation.

Do other liquids evaporate? Show by experiment that alcohol, turpentine, gasoline, ammonia, chloroform, and many other liquids pass readily into vapor, and that glycerine, olive oil, pitch, tar, and perhaps other liquids evaporate very slowly, if at all. Note that the rate of evaporation differs greatly for different liquids.

What is steam? What are clouds? How are they made? Mention many ways in which evaporation is a blessing. What will hasten evaporation? How can we hinder or prevent evaporation? Give illustration.

-p. 110 from *Nature Study by Grades* (Vol. 1, TE) by Horace H. Cummings

Optional Lesson -Properties of Matter

Discuss and list examples, taking suggestions from your student.

What is matter? What is not matter?

Matter has 3 forms/states: gas, liquid and solid. What are examples of matter as a gas? As a liquid? As a solid?

Complete the chart on the following page, categorizing examples under their correct headings. For younger children, you may wish to simply draw a larger version of the chart on the board or a large sheet of paper. The following page may work better for slightly older students who can write more fluently and who can write into smaller spaces. Also, allow your student to see, touch and use their senses to examine as many of the examples as possible.

Matter has 3 forms : SOLID, LIQUID or GAS

A good example is water :



1 ICE
(Solid)



2 Ordinary
WATER
(liquid)



3 STEAM
(gas)

From *Let's Discover Science* (Vol. 4) by David Horsburgh

Heat can change matter. Notice how ice (1) changed to water (2) and then water (2) changed to steam (3). Heat was applied or added to cause this change in matter.

Present a demonstration of these changes of water, if possible.

Is it Matter? What Kind?

Teacher: Please complete this chart with your student, writing in the words as needed.

Categorize: wood, steam, brick, air, gasoline, pencil, milk, poem, coin, orange juice, helium, a dream, rock, honey, ice, blood, water, fear, dog and an apple

Solid	Liquid	Gas	Non-Matter

Teacher Key

Solid=wood, brick, pencil, coin, rock, ice, dog and an apple

Liquid=gasoline, milk, orange juice, honey, blood and water

Gas=steam, air and helium (such as needed to fill balloons)

Non-Matter=poem, a dream and fear

_ Music

The “Program” section of this lesson guide contains song suggestions for the singing portion of music study. Families who wish may add hymns. Foreign language songs might also be played and sung during this time period.

_ Drawing

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

_ Picture Study

Read the article “Alternate Suggestions for Picture Study” from *Teaching Notes for Lower School B*. This article contains ideas for how to extend the picture introduced last week. Next week a new picture will be introduced.

_ Literature

Continue to read from selected literature books, using the teaching notes in *Program 2: Companion Pages for Lower School B* for guidance.

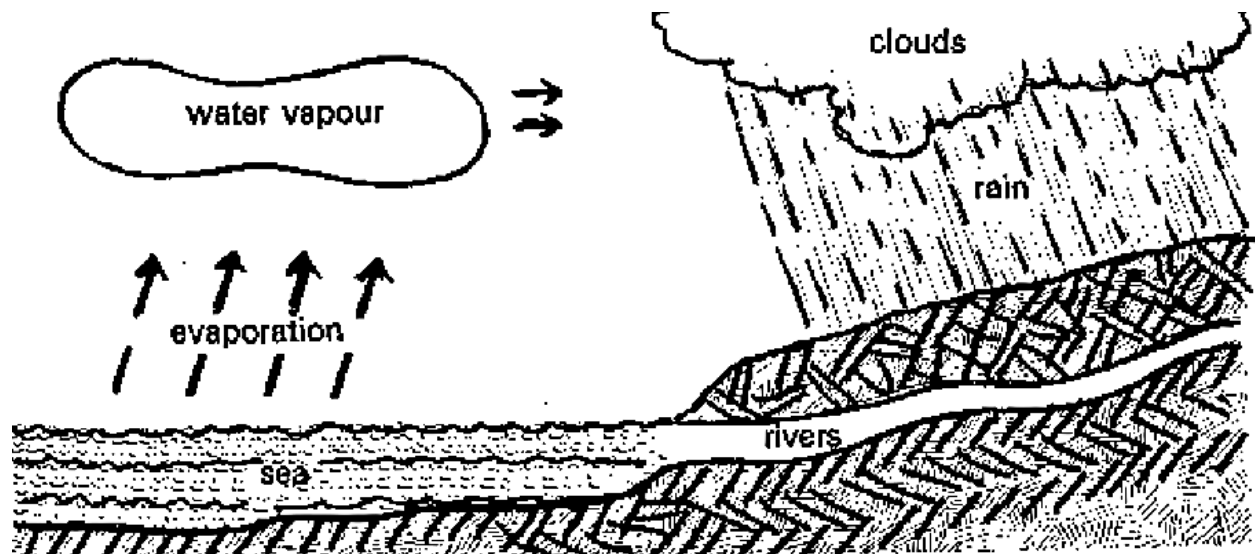
Program 2 -LSB/ Week Four
~Day Three~

_ Natural History

Water Cycle

See the following instructions for introducing the water cycle.

The Water Cycle



Science Words to Know

- evaporation
- condensation
- precipitation
- collection

Water Cycle Demonstration

Materials

- plastic wrap
- large metal or plastic bowl
- coffee mug or smaller bowl
- water
- measuring cup(s)
- marker or tape

Directions

- Set up a flat surface work area in a warm, sunny place. Place the larger bowl here.
- Cover the coffee mug or smaller bowl with a piece of plastic wrap to ensure that it remains dry. Place the coffee mug or smaller bowl inside the larger bowl.
- Pour water into the larger bowl (about $\frac{1}{4}$ full) around the mug. Use a measuring cup to ensure that you know the exact amount of water which was placed into the bowl. (For example, measure out exactly 2 cups of water or 2 $\frac{1}{2}$ cups of water, etc. until the bowl is about $\frac{1}{4}$ full. The bowl amount does not have to be exactly $\frac{1}{4}$ full, just use this measurement as an approximate. Only the amount you actually put into the bowl to reach the approximate $\frac{1}{4}$ needs to be exact.) Write the exact amount down. **Alternative:** You could also mark the water level of the bowl with a thin piece of tape going around it at exactly its water line before the demonstration begins. You could also mark this with a marker, if writing on the bowl directly is allowable.
- Remove the plastic wrap from over the mug. Allow your student(s) to see that it remained dry and free of water.
- Cover the entire large bowl, water and mug with one new sheet of plastic wrap. Use string, tape or a large rubber band to ensure that the plastic wrap is tightly wrapped around the bowl.
- Wait and observe the results.

Discussion & Observation

- The water around the bowl is a model for an ocean or large body of water. The water from this “ocean” evaporates (changes from liquid to gas) as the heat from the sun warms it, fulfilling the evaporation stage of the water cycle. The new water vapor (gaseous state of water) will rise to the top and begin to cool. As it cools the vapor begins to turn back into its liquid state, seen as a tiny mist of water droplets forming at the top of the plastic wrap, demonstrating the condensation stage of the cycle. Eventually these drops will fall,

demonstrating the rain or precipitation stage of the cycle. The rain is absorbed into the earth and collects in lakes, rivers, oceans and other bodies of water, fulfilling the collection stage of the cycle.

- After enough time has passed to allow for the “rain” to fall in your model, pull back the plastic wrap and examine the coffee mug. Is there water inside of it? Set the mug aside, saving the water in it.
- Pour the water remaining inside of the bowl into a measuring cup (or do this in multiple steps until all of the water has been measured) and write this amount down. Is the amount that was left inside the bowl the same as the amount you originally put into the bowl? What is the difference? The missing water has evaporated. Alternative: If you used the alternative method and marked the water level of the bowl, allow your student to note that the water level is now lower than the original marked line.
- Pour the water inside of the mug carefully into a measuring cup. Write this measurement down.
- It may be a small amount, but this demonstrates that the water was “moved” from one area (the bowl or the “ocean”) to another (the mug). This water was moved because the stages of the water cycle were acting on it.

Extension

1. Which state of water occurs with cold temperatures?
2. Which state of water occurs with hot temperatures?
3. Which state of water occurs with warm (or room) temperature?
4. What must the temperature do to cause water to go from a liquid to a solid?
5. What must the temperature do to cause water to go from a solid to a liquid?
6. What patterns do you notice with regard to temperature and the state of water? Draw a diagram to represent this.
7. How do the temperatures and the corresponding states of water correspond with the stages of the water cycle?

Additional Resource

Watch an interactive water cycle to see the cycle in action. R: Nature Study and Science: Marine Biology

Teacher Key: 1) solid; 2) gas; 3) liquid; 4) drop and become colder; 5) rise and become warmer; 6) as temperatures rise, water moves from solid to liquid to gas and vice versa as temperatures fall; 7) evaporation=warmer temperature, condensation=cooler temperature

_ Music Appreciation and Theory

Composer Study

Listen to a selection from your chosen composer. Discuss, as needed, or just enjoy!

- If you are using *Spotlights: Illuminating Great Artists & Musicians*, then listen to the selections from Lesson Two again. Continue any activities from Lesson Two, as needed, lightly discuss or just enjoy!

Read “Music Appreciation” in *Teaching Notse for Lower School B* for teaching notes on how to continue with your composer study. Remember, if you wish to simply play a selection by your composer for general listening enjoyment (with no lessons attached), then play this during Quiet Time and Extracurriculars.

Theory

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

— Y4 –British History

- * Read Chapter 61: “Henry VII –The Story of Another Make-Believe Prince” from *Our Island Story*.

Before the Reading

- Connections: Briefly tell about Richard III and the two princes in the tower.
- Be sure to look up the places listed under the category: Map Work from the Proper Nouns chart as well as completing Working with Maps below. Also, be sure you to practice the pronunciation of any words from the chart, as needed.

Working with Maps

Print the outline map “World”.

Include and label the following:

- All of the continents
- Atlantic Ocean
- Pacific Ocean
- Arctic Ocean
- Locate America in North America.
- Locate England and France in Europe.

Please add color to you map and be sure that the labels are written in dark color. Teacher: If helpful, please draw in light sketches of boundaries to better locate America, England and France.

Program 2: Companion Pages for Lower School B

Alternately, create the above map, but with salt-dough or modeling clay. Create small paper flags for labels by attaching small pieces of paper to a toothpick. Place your flag labels in the correct places of your map.

Proper Nouns for an Oral Narration

People	Map Work	Other
Lambert Simnel	Ireland	White Rose of England
Richard, Duke of York	France	Princes in the Tower
Edward V	Scotland	Cornwall
Perkin Warbeck	London	St. Michaels Mount
Margaret, Duchess of Burgundy	America	Exeter
Edward IV	England	Taunton
Henry VII		Beaulieu
Catherine Gordon		Westminster
Richard IV		Cheapside
Earl of Warwick		Governor of the Tower
Caxton		Plantagenets
Columbus		Wars of the Roses

Narration Break

Pause the reading just before the paragraph beginning “Henry sent to St. Michael’s Mount for the Lady Catherine...” Have your student orally narrate on what has been read so far.

After the Reading

Narration Suggestions –Choose One

- Tell how King Henry VII handled Perkin, Catherine and the Earl of Warwick.
- What two important discoveries were made at this time? Choose one of these two discoveries and write a paragraph as to why this important discovery made a great difference in the world.
- What title would you have given this chapter? Draw a picture to illustrate this new title.

Discussion Suggestions

This discussion occurs after the narration. Choose only one question, if any at all, for this level. Always allow your student’s own questions, concerns, ideas, etc. to take precedent over the suggestions listed below. Often, different questions will arise as a natural extension of your student’s narration, so please substitute in this case as well.

- Do you have any questions about what we’ve just read?
- Of what would you like to know more?
- Why were the Tudors such powerful kings?

_ Recitations

Students should continue to study their recitation piece. [Y2 –“The Kind Moon”; Y3 –“The Swing” and Y4 –“The Tiger”]

_ Literature

Continue to read from selected literature books, using the teaching notes in *Program 2: Companion Pages for Lower School B* for guidance.

Program 2 -LSB/ Week Four

~Day Four~

World History -Optional

- * Read Chapter 64: The Land of Enchantment or the Search for Gold and Adventure (pp. 398-403) from *A Child's History of the World*.

Before the Reading

- Connection: What was the New World?
- Be sure to look up the places listed under the category: Map Work (below) and pronounce any words as needed. Use the map on page 393 to locate many of the places listed below.

Proper Nouns for an Oral Narration

People	Map Work	Other
Ponce de Leon	Florida	<i>Fountain of Youth</i>
Hernando de Soto	Mississippi River	El Dorado
Montezuma	Mexico	Aztecs
Cortes	Peru	Incas
Pizarro	Spain	Mayas
	Guatemala	Norsemen
	France	
	England	

Narration Break

Pause the reading just before the 1st new paragraph on page 401.

After the Reading

Narration Suggestions –Choose One

- Draw a picture of what you imagine the Fountain of Youth or El Dorado might have looked like. Give your picture a title and be sure to share your finished work with someone, telling all about it.
- Using modeling clay or salt-dough, create a pyramid that is similar in style to the ones built by the Mayas. Research the Maya pyramids for a picture to use as a visual to help in creating your pyramid. Tell about your model.
- From this chapter, tell about the explorers and their adventures.

Discussion Suggestions

This discussion occurs after the narration. Choose only one question, if any at all, for this level. Always allow your student's own questions, concerns, ideas, etc. to take precedent over the suggestions listed below. Often, different questions will arise as a natural extension of your student's narration, so please substitute in this case as well.

- Do you have any questions about what we've just read?
- Of what would you like to know more?
- Should people of one particular faith try to convert others to it?

Additional Activity

- Aztec Coloring Pages

RWH: CHOW, C64

— Y4 –British History

- * Read Chapter 62: “Henry VIII –The Story of the Field of the Cloth of Gold” from *Our Island Story*.

Before the Reading

- Connections: Give an account of how the people felt about Henry VII.
- Present Image P: *The Field of the Cloth of Gold* **AFTER** the reading only. See the Note on the following page. Tell what you see in this image. Write a list with your teacher of 10 things you see in this picture.
- Be sure to look up the places listed under the category: Map Work (below) and pronounce any words as needed.



Proper Nouns for an Oral Narration

People	Map Work	Other
Henry VII	France	Oxford
Henry VIII	Scotland	Ipswich
Wolsey, Henry VIII's Chancellor and Archbishop of York	Germany	Flodden
Katherine of Aragon		Guisnes
Pope		
Francis I		
Charles, the emperor		

Narration Break

Pause the reading just before the paragraph beginning “Henry then decided it would be wise...”
Have your student orally narrate on what has been read so far.

After the Reading

Narration Suggestions –Choose One

- Give an account of Henry VIII and the field of the cloth of gold.
- Draw a picture of Wolsey as he was traveling in his great procession. Give your picture a title or caption and share it with someone, telling about this scene.
- Was Wolsey a truthful man? Was Henry VIII? Why or why not? Write a paragraph in answer for each man.
- Illustrate either the castle of Henry or the tent of Francis. Use the book’s description to guide your picture and be sure to add color to it.

Note: This suggestion is best used only if the student has not yet viewed Image O. Artistic images can alter a child’s own mental images which were created while listening to the reading or while reading the chapter independently. Share the image after your student has created their own work. You might even save it to use when beginning the next chapter as a connection between the two readings.

Discussion Suggestions

This discussion occurs after the narration. Choose only one question, if any at all, for this level. Always allow your student’s own questions, concerns, ideas, etc. to take precedent over the suggestions listed below. Often, different questions will arise as a natural extension of your student’s narration, so please substitute in this case as well.

- Do you have any questions about what we’ve just read?
- Of what would you like to know more?
- Should Henry have met with Charles, the Emperor of Germany?

— Art Technique, Drawing and Painting

Articles in *Teaching Notes for Lower School B* give suggestions for resources to use in teaching art technique, drawing and painting. There are many other alternatives for teaching children art, including classes –both online and in person. Please choose what works best for your family.

_ Geography

Y2 –Students will be working through the Water and Land Form Pairs

Read *water land* by Christy Hale, as needed. Students will learn how some land and water forms can be paired together in a simplified set of illustrations, demonstrating how they are similar in design, but opposite of each other in meaning.

Note: Hale's *water land* includes a large folded poster at the back of the book. Be sure to make use of and enjoy this helpful resource!

After the reading, complete Lesson 4 [which follows]. Students will be creating models which coordinate with the pairs. This lesson is for bay and cape. For further notes about these lessons, **including suggestions for different ways to create these models**, see *Teaching Notes for Lower School B*.

Lesson 4: Bay/Cape Pair

These models are very similar to the Peninsula/Gulf Pair, but do not extend outward as much. A bay is considered smaller than a gulf. Create each model and show students how a **bay** is a body of water almost surrounded by land and a **cape** is a piece of land that extends into the water. [The cape is also considered smaller than a peninsula.] Show how the cape and bay are opposites.

Y3 –Students will be working through *Paddle-to-the-Sea* by Holling C. Holling

Chapter Four

Before the Reading	
Words to Know	Map Work
After the Reading	
Proper Nouns for an Oral Narration	
Narration Suggestions –Choose	
~ Draw a map of Paddle traveling down the snowy canyon into the pond, and then on with the brook toward the river. Be sure to add details such as trees and other animals who visited the pond.	
~Describe how the beaver builds his dam. Alternatively, build a model of a dam using modeling clay or salt dough.	
~ Draw or paint a picture of any scene from this chapter. Give your picture a title or caption and share it with someone, telling about the scene depicted.	

Y4 –Students will be working through *Minn of the Mississippi* by Holling C. Holling

Chapter Four

Before the Reading	
Words to Know	Map Work
vertebrate invertebrate	Note: Be sure that your student understands the symbols for male and female.
After the Reading	
Proper Nouns for an Oral Narration	
Narration Suggestions	
<ul style="list-style-type: none">~ Explain why this chapter has the title “Waters Can Wander Away”.~ Recreate the diagram of “A Snapper’s Water-Pie” found in this chapter. Draw the diagram larger and add color to it. Use a plate or other round object to trace around for a circle.~ Describe Minn, the snapping turtle. Include the following: description, diet and habitat.~ Draw the diagram of a young adult snapper and label it.~ Tabulate a chart, complete with pictures or diagrams, of the Terrapin and the snapper.~ Research examples for the three different types of turtles as follows: fresh-water, sea-water and land tortoise. Create headings and lists for each type and its examples (2-3 each).	

_ Legends and Tales

- * Read “Why the Tail of the Fox Has a White Tip” (pp. 50-53) from *The Book of Nature Myths*.

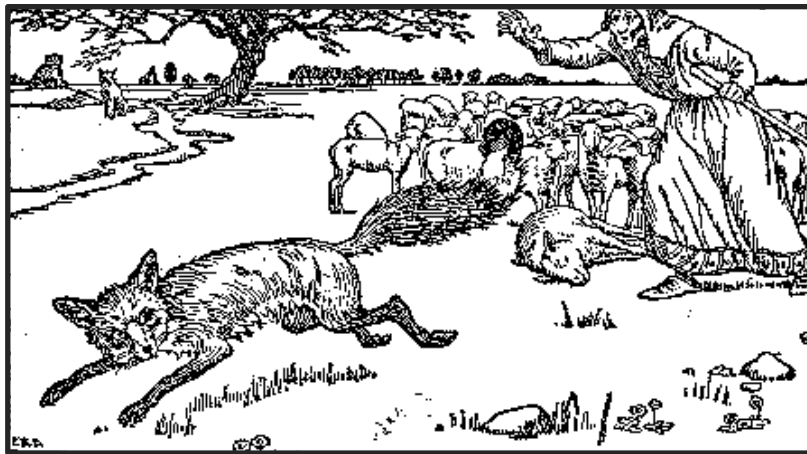
Before the Reading

- Connection: Tell how the parrot went from being a “bird of truth” to one who just repeats words. Why is the fox typically thought of as being “sly” or “cunning”? What do these words mean?

After the Reading

Narration Suggestions –Choose One

- Tell how the tail of the fox came to have a white tip.
- Should the old woman have trusted the fox?
- Think of two new titles for this story and tell how each one is a good fit for it.
- Write a list of the animals who were interested in watching the old woman’s cows and sheep. What characteristic do they have in common? [Ans. bear, wolf and fox; they are all predator animals. Generally, foxes do not eat sheep and cows, since they usually prey on smaller animals.] What can we learn from this story?

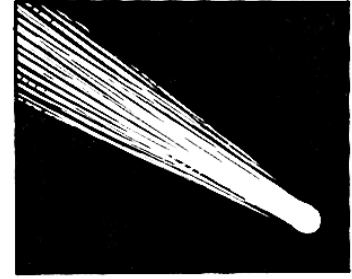


Y4 Poetry

- * Read “Hiawatha’s Childhood” from *The Song of Hiawatha*.

Before the Reading

- Connection: Briefly describe the four winds.
- Note: Ishkoodah is a comet –the fiery tresses (hair) are the comet’s fiery tail.

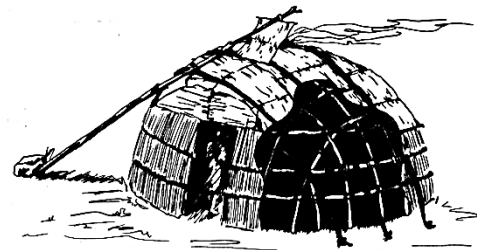


Words to Pronounce	Words to Know
Nokomis	asunder
Muskoday	rival
Wenonah	linden
Mudjekeewis	ford
Hiawatha	palpitated
Wahonowin	wary
Gitche Gumee	
Ishkoodah	
Minne-wawa	
Mudway-aushka	
Wah-wah-taysee	
Adyidaumo	
Soan-ge-taha	
Mahn-go-taysee	
Opechee	
Owaissa	

After the Reading

Narration Suggestions –Choose One

- “See! A Star falls!” said the people
“From the sky a star is falling” (17).
To what is Nokomis compared? What does this tell us about her?
- Tell of Hiawatha’s childhood. Which lines tell what he learned of birds and animals?
- Should Hiawatha have killed the roebuck? What does this tell us about him?
- Draw or paint a picture of any scene from this reading section. Give your picture a title or caption and share it with someone, telling about the scene depicted.
- Choose your favorite stanza and tell what you like about it.
- Create a model of a wigwam using LEGO® bricks, salt-dough or modeling clay. Share your model with someone, telling about it. In what way was the wigwam important to Hiawatha and his people?



Poetic Techniques

Repetition is a rhetorical or literary device that repeats the same word or phrase several times in order to make an idea clearer. This device can be used both in prose and poetry and there are several types, such as anaphora (repetition of the same word at the start of a phrase or clause) which is used in this passage with words like “by”, “rose” or “beat”.

*By the shores of Gitche Gumee,
By the shining Big-Sea-Water,
Stood the wigwam of Nokomis,
Daughter of the Moon, Nokomis.
Dark behind it rose the forest,
Rose the black and gloomy pine-trees,
Rose the firs with cones upon them;
Bright before it beat the water,
Beat the clear and sunny water,
Beat the shining Big-Sea-Water.*

(Longfellow 18)

Find examples of repetition in “Introduction” from *The Song of Hiawatha*. Why might a poet choose to have lines repeat in a poem?

Answers will vary according to stanzas. The first stanza uses “with” repeatedly and the second stanza uses “from” repeatedly.

_ Y2 & 3 –American History

- * [Reading 4] Read “Food” from *Colonial Life* by Brendan January.

Before the Reading

- Connection: Tell of colonial houses. What else would be important in setting up a life somewhere? What do people need? [Safety, food, warmth, etc.] In discussing houses, we saw how colonial people met their needs for safety and warmth. What other needs must be met? [Food.]
- Words to Know: crullers, sauerkraut, succotash and marzipan [the first two are in the back of the book]
- Review: From where to German people come? From where to Dutch people come?
- Working with Maps: Locate: Boston, Massachusetts



After the Reading

Narration Suggestions –Choose One

- Describe the different types of food the colonists ate.
- Write a list with your teacher of many types of food the colonists ate. Be sure to name some they were introduced to by the American Indians. Give your list a title.
- Pretend you have been transported back to colonial times and plan to open a restaurant. Create the menu you would use with your restaurant. Be sure to include only items that were described in this chapter.
- “The first colonists were astonished by the amount of wildlife in North America” (30). Tell about this. Why might they have been astonished?
- Describe some sweets in colonial times.

_ Y4 –American History

Exploration and Conquest [OPT]

Extensions

Additional Assignments

Complete some of the lesson plans on Henry Hudson linked under the heading of “New World –Hudson River”.

R: American History, 16th-18th Century –*Exploration and Conquest*



Options for a Book of Centuries

Study with your student the page titled “European Colonies and Settlements in the New World” on p. 48. Have your student choose a couple of dates from each column and use each date in their BOC. Choose dates which have not been chosen as of yet.

Assignment for a Research Project

Read p. 46 entitled “Contacts between Native Americans and European Explorers”. Have your student choose one Native American tribe from this section for further research. Write a summary narration based on your research and be sure to include at least one picture.

Adapt this assignment for struggling writers or younger students by having the student make a list of interesting facts they learned about their topic of study. You can leave the assignment like this, or you could also choose to help your student take this list and turn it into a paragraph.

Narration Suggestions for pp. 46-47

Read pp. 46-47 on “North America 1500-1620”, “Native American Contributions to the World” and “The Impact of the European Arrival in the Americas”.

- Tell about North America from the years 1500-1620.
- Tell about the impact the Europeans had on the Americas.
- Create a poster of the Native American Contributions to the World.
- Create a menu based on foods contributed to the world from Native Americans.

_ Y4 –Independent Reading

Books for independent reading can be read during Quiet Time & Extracurriculars or during time slots designated for “Reading” in the sample schedule.

Have students continue to read from *Amos Fortune, Free Man*.

_ Music

The “Program” section of this lesson guide contains song suggestions for the singing portion of music study. Families who wish may add hymns. Foreign language songs might also be played and sung during this time period.

_ Handcrafts

Continue to work on your chosen handcrafts. A list of ideas and descriptive suggestions for handcrafts can be found in “Program” section of this lesson guide.

_ Nature Experience & Notebook

Find and describe (1) weather. Read the articles about “Nature Experiences”, “The Nature Notebook” and “Year-Long Plant and Animal Observation Study” in *Teaching Notes for Lower School B* for teaching notes and suggestions about this activity.

_ Y2 &3/OPT Y4 -Myths

- * Complete Reading 4 (pp. 24-27) from *Book of Greek Myths*.

Before the Reading

- Connection: Tell of Zeus and his palace at Mount Olympus? Who is Hera?
- Words to Know: vain, wrath and distress
- Words to Pronounce: Hesperides, Io, Argus and Inachos
- Expressions & Idioms to Know: Discuss “bored to death” –what is meant by this? From where is this derived? Is it possible to really die from boredom?
- Locate: Arcadia and Asia Minor; Europe, Bosphorus and Egypt –see world map

After the Reading

Narration Suggestions

- Give an account of Hera.
- Is Zeus a good husband to Hera? Should Zeus lie to Hera? Are lies a form of betrayal? How might this make Hera feel? What does lying do to trust? How might Zeus and his lies damage Hera’s trust for him? What role does trust play in jealousy? Should Hera be jealous? Is Hera a good wife to Zeus?
- Does the behavior of Zeus hurt people? In what ways? How do we know this?
- Tell the story of Io using a whiteboard or chalkboard, giving sketches as you tell it.
- Should Hermes have taken the life of Argus? How does Hera respond to this?
- Think of two titles for this reading section and tell how each one fits.
- Tell the story of Io from her perspective. Alternatively, tell the story of Io from the perspective of Argus.

— OPT Y4 -Myths

- * Complete Reading 4 (The Aesir: The Children of Loki) from *The Heroes of Asgard* –pp. 21-24

Before the Reading

- Connection: Describe Mimer.
- Words to Know: ferocious, imperial, infinite, tractable, contrary, tremulous, perpetual and specters [BR –spectres]

Words to Pronounce

Loki	Mimer	Hela
Heimdall	Niflheim	Fenrir
Jotunheim	Yggdrasil	Hvergelmir
Jormungand aka Midgard Serpent	Nastrond	Helheim
Bifrost	Urda	Aesir (gods)
Giallar Horn	Nornir	

After the Reading

Narration Suggestions

- Tell of Loki's children. What does Odin do to each one of them?
- Draw or paint a picture of any scene from this reading section. Give your picture a title or caption and share it with someone, telling about the scene depicted.
- If you had been Odin, what, if anything, would you have done differently with regard to Loki's children?
- Draw or paint a picture of different types of giants –frost, three-headed, wolf-headed and mountain. Give your picture a title or caption and share it with someone, telling about each one depicted.
- “Without doubt you have somewhere a kingdom; not where the sun shines, and men breathe the free air, but down below in infinite depths, where bodiless spirits wander and the cast-off corpses are cold” (22). Who says this? To whom is it said? What place does this describe? What is meant by this? Illustrate this place and share it with someone, telling about it.
- Create models of Loki's children from salt-dough or modeling clay. Share them with someone, telling about each one. Alternatively, use them to act out a scene from this reading section.

Literary Techniques

Personification is a literary device that gives human characteristics to nonhuman things or inanimate objects.

Study the quoted line below:

“...until he came to the heavenly hills, which held up the southern sky tenderly in their glittering arms” (23).

Describe what is happening in this scene. What is holding up what? In what way is this being done? What human-like attributes are given? What does personification add to the poem?

Program 2 –Years 2-4

~Week Twenty-Five~

Day One	Day Two	Day Three	Day Four	Day Five
Natural History <i>A Child's Introduction to the Night Sky</i> pp. 9-13	Natural History <i>A Child's Introduction to the Night Sky</i> pp. 15-18	Natural History <i>A Child's Introduction to the Night Sky</i> pp. 18-21	World History OPT (Y2 & Y3) <i>A Child's History of the World –C79</i> pp. 505-512	American History All – <i>Boston Tea Party</i>
			Y4 British History <i>Our Island Story –C86</i>	Y4 IR <i>Benjamin West</i>
FREE PLAY				
Music Singing-Foreign Language Songs, Hymns, Folk Songs		Music Appreciation & Theory Y4 British History <i>Our Island Story –C85</i>	Art Technique Drawing, Painting Sculpting	Music Singing-Foreign Language Songs, Hymns, Folk Songs
Recitations Y2 &3- SS or AVIWBI* Poem Y4-“September” <i>*Shakespeare's Seasons or A Visit to William Blake's Inn</i>	Drawing	Recitations Y2 &3- SS or AVIWBI* Poem Y4-“September”	Geography Y2 - GATZ Y3- Paddle Y4-Ship's Boy	Handcrafts
LUNCH & BREAK				
NATURE EXPERIENCES & NOTEBOOK Day 5 is meant to have extra time allotted for a longer nature experience. <u>Day Five Notebook</u> <u>Seasonal Animal</u>				
THE CHILDEN'S HOUR Bring the family together to read aloud literature, tales, and poetry as well as conduct your picture study. You may also wish to make this a tea or snack time.				
Poetry <i>William Blake's Inn</i> Reading 10	Picture Study	Literature	Legends & Tales <i>Into the Forest</i> “Snowdrop”	Myths Y2&3/OPT Y4 <i>Book of Greek Myths</i> Reading 25
Literature	Literature		Y4 Poetry “The Battle of the Armada”	OPT Y4 <i>Heroes of Asgard</i> Reading 25
QUIET TIME & EXTRACURRICULARS Give your students this afternoon time to use for independent reading, additional drawing, painting and brushwork, handcrafts, instrument practice and extracurricular activities. Play the selected pieces of the composer being studied during this time. Older students might also work on their Book of Centuries.				
DINNER/SUPPER				
STORYTIME/GAMES/INDEPENDENT READING Use this time for reading aloud or as time for older children to read independently. Some books which don't fit within the “Children's Hour” may overflow into this time period. Playing games as a family is always a great option.				

Program 2 -LSB/Week Twenty-Five ~Looking Ahead~

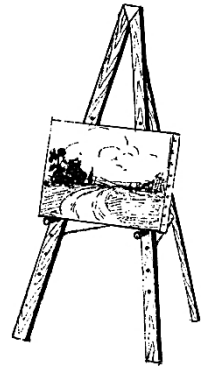
Day Two & Three –There are additional books suggested in Natural History on these days. This term focuses on the night sky –the stars, constellations, planets, etc. A visit to a planetarium would be an ideal field trip. Also, many libraries allow patrons to borrow a telescope, so consider looking into this, too.

Day Four –Y2 students will need materials to make models in geography –see *Teaching Notes for Lower School B* for notes about this activity. Y3 & Y4 students will need access to a printed map in Geography if you are including the map work. These maps can be found in *Program 2: Companion Pages for Lower School B*.

Program 2 -LSB/Week Twenty-Five ~Day One~

_ Picture Study Preparation

Read “Picture Study Preparation” in *Teaching Notes for Lower School B* for teaching notes on how to begin your artist study. Choose any artist from the list included in the “Program” section of this guide. Consider purchasing several artist study mini guides titled *Spotlights: Illuminating Great Artists & Musicians* at the Shop. These small guides focus on famous artists and include all that you will need to conduct picture study.



_ Natural History

- * Read pp. 9-13 from *A Child's Introduction to the Night Sky*.

Before the Reading

- Connection: Using the title and cover as help, tell what you think this book will be about.
- Words to Know: astronomy and universe
- Each book should come with 2 pages of glow-in-the-dark stickers and a Night Sky Star Finder. Also, be sure to make note of the additional notes at the back of the book.
- The number of words highlighted in “Deep Space Dictionary” can be overwhelming. Discuss the words, especially in context, but don’t overwhelm students by spending a lot of time on them. Remember the title of this book –this is meant to be introductory. The focus should be on inspiring student interest with the night sky.
- This book is slightly dated. It was originally published in 2004. I believe a newer edition was published, but this guide is based on the original book. It refers to the Big Bang theory. Please read ahead if this is of concern to you. Pluto is included in this book, but its change from a planet to a dwarf planet is discussed.

After the Reading

Narration Suggestions –Choose One

- What questions would you ask if looking up at the night sky? Dictate to your teacher a list of these questions.
- Tell about some of the earliest people to study and learn from the night sky.
- What are some words which might describe the universe? Dictate a list with your teacher.

_ Music

The “Program” section of this lesson guide contains song suggestions for the singing portion of music study. Families who wish may add hymns. Foreign language songs might also be played and sung during this time period.

_ Recitations

Copies of all recitation pieces are contained within the *Program 2: Companion Pages for Lower School B* file, while the teaching notes for recitation can be found in *Teaching Notes for Lower School B*.

Help students study their recitation pieces. [Y2 & Y3 –SS or AVTWBI –a poem of choice selected from either *Shakespeare’s Seasons* or *A Visit to William Blake’s Inn* and Y4 –“September”]

Year Four students should be prepared to give a recitation of their poem on Day Three. Students in Year Four students should continue to work on “England’s Sovereigns in Verse”, adding a little more each week.

_ Nature Experiences

See *Teaching Notes for Lower School B* for articles on nature experiences and natural history. Generally, shorter experiences take place on Days 1-4, saving Day 5 for a longer nature experience, but this can certainly be altered as needed.

— Poetry

- * Complete Reading 10 [pp. 32-33] from *A Visit to William Blake's Inn* by Nancy Willard.

Before the Reading

- Connection: Would you like to travel on the Wise Cow's boat? Share what you know of the Milky Way.
- Words to Know: horizon, hapless and garland

After the Reading

Narration Suggestions –Choose One

“Blake Leads a Walk on the Milky Way”

- Tell of the “walk on the Milky Way”.
- Tell of each character that walked with Blake. How did each one view this walk?
- Should the rat have received “a handful of dirt”?
- Draw a picture of any scene from this poem. Give your picture a title or caption and share it with someone, telling of the scene depicted.
- “We’ll start our journey as children, but I fear we will finish it old.” Who said this? What is meant by it?

— Literature

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

- *The Wheel on the School* by Meindert Dejong
- *The Poet’s Dog* by Patricia MacLachlan
- *The Five Little Peppers and How They Grew* by Margaret Sidney
- *The Hundred Dresses* by Eleanor Estes
- *Understood Betsy* by Dorothy Canfield Fisher
- *Heidi* by Johanna Spyri [if not yet read previously]

Optional selections include: *The Five Children and It* by Edith Nesbit, *Pinocchio* by Carlo Collodi, *The King of the Golden River* by John Ruskin and *The King of Ireland’s Son* by Padraic Colum. Some books may also be chosen from Years 3-4 -Additional Reading Selections or those not yet read from previous programs. Optional or substituted books will not include lesson plans. These selections can be freely read and enjoyed or narrated using general narration prompts. A list of general narration prompts will be included in *Program 2: Companion Pages for Lower School B.*

Students in Year Two will benefit from reading books listed under the “Reading” section of each program. Year Three and Year Four students may read from these lists as well as any 1-2 books listed above. Year Four students will also be reading a few selected historical fiction books for history. Some books from other subjects, such as Natural History, may also be included as independent reading, particularly for Year Four students. Choose the number and type of books that best fits each student individually. Ultimately, the goal is to steadily increase this number and type over each successive year, building fluency and reading skills.

Program 2 -LSB/Week Twenty-Five

~Day Two~

_ Natural History

- * Read pp. 15-18 from *A Child's Introduction to the Night Sky*.

Before the Reading

- Connection: What is astronomy?
- Words to Know: Review –as needed- all of the words listed under “Deep Space Dictionary” on p. 20 –except telescope and light-year. The latter two words are not covered in this reading section, but will be covered in the next one.
- Galaxies, such as our Milky Way Galaxy, are part of what make up the universe.
- Consider stopping right before “Scholars of the Night Sky” (p. 18).

After the Reading

Narration Suggestions –Choose One

- Tell of stars.
- Draw a picture of several different types of stars. Label each one and give your picture a title. Share your picture with someone, telling about it.
- Tell about our star, the sun.
- Create models of different stars using modeling clay, salt-dough or Play-Doh. Share your models with someone, telling about each one.

Additional Reading

The Sky is Full of Stars by Frankly M. Branley

_ Music

The “Program” section of this lesson guide contains song suggestions for the singing portion of music study. Families who wish may add hymns. Foreign language songs might also be played and sung during this time period.

_ Drawing

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

_ Picture Study

Why Do We Study Art and Artists?

Spread this discussion out over the course of several weeks.

- Discuss the purpose of art study. Why do we study art? Why do people create art?
- Why do people create art? Discuss how art is a method of expression for humans. How do our feelings affect our art work? What does our art look like if we paint while happy, draw while sad or sculpt while angry?
- How do we feel when we look at art? Discuss how looking at art helps us feel connected to people. What are some themes or topics that artists often paint? (Possible answers might include: portraits; people working, playing or dancing; landscapes; still life such as vases, fruit and other objects; etc.) Perhaps we connect to what is portrayed in a piece of art, because the artist is a person too; the art piece reflects their humanity. We see this and know it to be true for us as well. The art piece might cause us to feel sad, peaceful, happy, confused, or many other types of feelings, depending on what the artist has portrayed.
- Is art beautiful? Discuss how we often seek beauty in our lives and art often provides this for us. What kind of art do you find beautiful? What kind of art do you not find beautiful? Will everyone answer the latter two questions the same way?

Artist Study Set-Up

If you have not already prepared for your artist study, then you may wish to do this before continuing forward. The notes for an artist study can be found in *Teaching Notes for Lower School B*.

- Read a biography about this artist.

Usually a short book such as one by Diane Stanley or Mike Venezia will work, but books with short or chapter biographies of artists work as well. The book series by Mike Venezia is suggested and is usually available at a library, but links to borrow most of this series can also be found at Internet Archive. Be sure to share a photo, self-portrait, painting or illustration of the artist whenever possible. Artist Study Links –[R: The Arts](#)

- After reading the biography, complete a picture study. If you are using *Spotlights: Illuminating Great Artists & Musicians*, then choose any included image and its accompanying notes.

How to Complete a Picture Study Lesson

- Have your student spend some time quietly studying the piece.
- After studying the picture, remove or turn the picture over and have your student describe the picture in great detail.
- Now the picture is brought back out or turned back over. The children then discuss what they might have missed in their description narration. It is at after the children have had time to discover for themselves what they might have missed that the teacher might pose a question or two, directing them towards something of which they might not have considered.

For more specific details about picture study and some possible questions to guide and support it, see *Teaching Notes for Lower School B*.

— Literature

Continue to read from selected literature books, using the teaching notes in *Program 2: Companion Pages for Lower School B* for guidance.

Program 2 -LSB/ Week Twenty-Five

~Day Three~

— Natural History

- * Read pp. 18-21 from *A Child's Introduction to the Night Sky*.

Before the Reading

- Connection: What is a star?
- Words to Know: telescope and light-year
- Read from where you left off in the previous lesson (p. 18) through p. 21.

After the Reading

Narration Suggestions –Choose One

- Tell of the scholars of the night sky. What is a light-year?
- Tell the story of One Who Walks All Over the Sky. In what way does this story explain the light we see on Earth? Draw a picture to illustrate this story and share it with someone, telling how Native Americans attempted to explain the sun and the stars.
- Should astronomers have created the measurement of a light-year? If people needed a light-year to measure great distances, then what might be needed to measure very small distances? Name some things that would be extremely small. How might we measure the distance between them? Can we see things which are very, very small? Tell about this.
- Read the cartoon drawing on p. 21. Divide a sheet of paper into two halves. Draw your own cartoon showing someone or something turning on a light somewhere in space on one side and then on the other side show someone or something seeing the light but much later in time. [Choose your own time amount]. Share your cartoon with someone, explaining the concept of a light-year and its effect on our perception of light.

Additional Reading

Starry Messenger by Peter Sis

_ Music Appreciation Preparation

Read “Music Appreciation” in *Teaching Notes for Lower School B* for teaching notes on how to begin your composer or music study. Choose at least one composer per term (12 weeks) from the list included in the section titled “Program” from this same guide.

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

Alternatively, consider purchasing several composer study mini guides titled *Spotlights: Illuminating Great Artists & Musicians* at the Digital Shop. These small guides focus on famous composers and include all that you will need to conduct music appreciation.

_ Music Appreciation and Theory

Composer Study

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

- If you are using *Spotlights: Illuminating Great Artists & Musicians*, then complete Lesson One.

Theory

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

— Y4 –British History

- * Read Chapter 85: “James II of England and VII of Scotland –The Story of Seven Bishops” from *Our Island Story*.

Before the Reading

- Connections: Choose one rebellion put down by James II and tell about it.
- The song in this chapter is an excerpt from “The Song of the Western Men” by Robert Stephen Hawker.
- Be sure to look up the places listed under the category: Map Work (below) and pronounce any words as needed.

Proper Nouns for an Oral Narration

People	Map Work	Other
James II	Cornwall	Declaration of Indulgence
Trelawney		Dissenters
Monmouth		Puritans
		Presbyterians
		Roman Catholic
		Traitors’ Gate

Narration Break

Pause the reading just before the paragraph beginning “On Sunday morning the excitement was great” Have your student orally narrate on what has been read so far.

After the Reading

Narration Suggestions –Choose One

- Why does this chapter have the title “The Story of the Seven Bishops”? What title would you have given this chapter? Write your title across the top of a blank sheet of paper and underneath draw a picture to illustrate it.
- Tell of James II and “The Story of the Seven Bishops”.
- Act out “The Story of the Seven Bishops”.

Discussion Suggestions

This discussion occurs after the narration. Choose only one question, if any at all, for this level. Always allow your student's own questions, concerns, ideas, etc. to take precedent over the suggestions listed below. Often, different questions will arise as a natural extension of your student's narration, so please substitute in this case as well.

- Do you have any questions about what we've just read?
- Of what would you like to know more?
- Should there be laws which forbid people to hold an office because of their religion? Explain your thoughts.
- Seven bishops _____ the king because they refused to break the law.

(Ans. "refused to obey"; this is **cause**.)

Seven bishops _____ because they refused to obey the king.

(Ans. "were imprisoned"; this is the **effect**.)

This may be a good time to introduce the concept of cause and effect. Give daily life examples as well to further cement this idea. You might play a game, going back and forth, of naming a cause and then having your student name its effect. For example, if I eat all of the chocolate cake, then the cake is all gone or if I walk around with my shoe laces untied, then I may trip over them and fall. You and your student can switch, allowing the latter to name a cause and you to name the effect.

_ Recitations

Students should continue to study their recitation piece. [Y2 & Y3 –SS or AVTWBI –a poem of choice selected from either *Shakespeare's Seasons* or *A Visit to William Blake's Inn* and Y4 – "September"]

Students in Year Four should give their recitation pieces today. [Y4 –"September"] If possible, students should also recite a small section from "England's Sovereigns in Verse".

_ Literature

Continue to read from selected literature books, using the teaching notes in *Program 2: Companion Pages for Lower School B* for guidance.

Program 2 -LSB/ Week Twenty-Five
~Day Four~

World History –Optional

- * Read Chapter 79: From Pan and His Pipes to the Phonograph (pp. 505-512) from *A Child's History of the World*.

Before the Reading

- Connection: What can you share about music?
- Words to Know: improvise, oratorios, operas, symphonies
- Be sure to look up the places listed under the category: Map Work (below) and pronounce any words as needed.



Proper Nouns for an Oral Narration

People	Map Work	Other
Apollo	Italy	Pan's pipes
Orpheus	Germany	Father of Modern Music
Pan	Austria	Westminster Abbey
Guy (Guido)		<i>The Messiah</i>
Palestrina		<i>Arabian Nights</i>
Handel		
Bach		
Mozart		
Ludwig Beethoven		
Wagner		

Narration Break

Pause the reading on page 509 just before the last paragraph.

After the Reading

Narration Suggestions –Choose One

- Tell how music developed from the time of Pan and his pipes to today.
- Think of two new titles for this chapter and tell how each one fits.
- Choose two composers from the following list: Handel, Bach, Mozart, Beethoven or Wagner and give an account of each one.

Discussion Suggestions

This discussion occurs after the narration. Choose only one question, if any at all, for this level. Always allow your student's own questions, concerns, ideas, etc. to take precedent over the suggestions listed below. Often, different questions will arise as a natural extension of your student's narration, so please substitute in this case as well.

- Do you have any questions about what we've just read?
- Of what would you like to know more?
- Of sight and hearing, which sense do you think "counts more"? Why?

_ Y4 –British History

- * Read Chapter 86: "James II of England and VII of Scotland –William the Deliverer" from *Our Island Story*.

Before the Reading

- Connections: How do the people view the leadership of James II? What do you know of William the Conqueror? How did he arrive?
- Draw a family tree to illustrate the relationships between William, Mary, Charles I, Charles II and James II from this chapter.
- Be sure to look up the places listed under the category: Map Work (below) and pronounce any words as needed.

Proper Nouns for an Oral Narration

People	Map Work	Other
William, Prince of Orange	Holland	"Protestant East Wind"
Charles I	Orange, France	<i>Brill</i>
Mary	Torbay	Westminster
Charles II		"Glorious Revolution"
James II		

Narration Break

Pause the reading just before the paragraph beginning "William was ready to sail..." Have your student orally narrate on what has been read so far.

After the Reading

Narration Suggestions –Choose One

- Give an account as to why William was called “The Deliverer”.
- Draw a picture of William riding on his beautiful white horse with a white feather in his hat and armor on his breast. Give your picture a title or caption and share it with someone, telling about it.
- Divide a blank sheet of paper into halves. On one side draw the ships by day “...where white sails glimmered in the wintry sun” and on the other side draw the ships by night where “...the dark sea glittered for miles with lights”. Share your picture, telling about it.

Discussion Suggestions

This discussion occurs after the narration. Choose only one question, if any at all, for this level. Always allow your student’s own questions, concerns, ideas, etc. to take precedent over the suggestions listed below. Often, different questions will arise as a natural extension of your student’s narration, so please substitute in this case as well.

- Do you have any questions about what we’ve just read?
- Of what would you like to know more?
- Should William and Mary have ruled together? Have there been other instances when this has happened?

– Art Technique, Drawing and Painting

Articles in *Teaching Notes for Lower School B* give suggestions for resources to use in teaching art technique, drawing and painting. There are many other alternatives for teaching children art, including classes –both online and in person. Please choose what works best for your family.

_ Geography

Y2 –GATZ; Students will be working through *Geography from A to Z* by Jack Knowlton

You will need to complete models for at least 3 geographical terms from the book per week for nearly two terms in order to complete the book. Have students enter at least 1/3 of the terms (or 1 per 3) into their notebooks.

Instructions for how to use this book can be found in *Teaching Notes for Lower School B*.

- Read a term together, studying the picture to make sense of it.
- Create a model of the word. Have the model checked for accuracy. For further notes about these lessons, **including suggestions for different ways to create these models**, see *Teaching Notes for Lower School B*.
- Decide if this is a model which should be copied and included into the notebook. Making three models per week will consume enough time; therefore, you may wish to include only one of the three models in the notebook.
- If included in the notebook, copy the model or the picture from the book into the notebook, writing the word underneath it. A brief definition can be copied underneath by the teacher or by the student, whichever best fits.
- Repeat this process each week.
- It is not necessary to spend inordinate amounts of time on these models. They are meant to be instructive –not picture-worthy. Students should make their best efforts using whichever materials are most accessible.

Y3 –Students will be working through *Paddle-to-the-Sea* by Holling C. Holling

Chapter Twenty-Four

Before the Reading	
Words to Know	Map Work
trading post	<ul style="list-style-type: none"><input type="checkbox"/> Locate, Label & Color: Trace over the St. Lawrence River<input type="checkbox"/> Locate, Label & Color: Lake Champlain [See large map at back of book.]<input type="checkbox"/> Locate Only: Quebec, Ottawa and Montreal [See map in C24 in book.]
After the Reading	
Proper Nouns for an Oral Narration	
Champlain, Iroquois and Huron Lake Superior	
Narration Suggestions –Choose One	
~ Tell of St. Lawrence, the River.	
~ Research one of the following: Champlain, Iroquois or Huron. Write a narration based on your research. Include who, what, when, where and two other interesting facts in your narration.	
~ If you could go back in time and ask the little old lady some questions about Champlain and the River, then what would you ask?	

Y4 –Students will be working through *Ship's Boy with Magellan* by Milton Lomask.

Chapter Seven –The Commander of the San Antonio

Before the Reading	
Words to Know	Map Work
Connection: Briefly tell of Magellan.	
After the Reading	
Narration Suggestions	
<ul style="list-style-type: none"><input type="checkbox"/> Describe the Report-of-the-Ships.<input type="checkbox"/> “In some ways, he told himself, this growing up business was pleasant –and in some ways it wasn’t” (62). What does Pedro mean when he thinks this? How do we know Pedro is “growing up”? How do we know that Pedro sometimes finds this difficult?<input type="checkbox"/> Give an account of the most exciting scene from this chapter? What makes it so exciting?	

_ Legends and Tales

- * Read “Snowdrop” from *Into the Forest: Enchanted Explorations*.

Before the Reading

- Connection: This story is also known as “Snow-White and the Seven Dwarfs”. Have you heard of this story before?
- Words to Know: paragon, fiendish and beguiled
- If your students are sensitive, then consider excluding the final scene which follows this sentence: “Snowdrop agreed and went with him, and their wedding was celebrated with great magnificence.”

After the Reading

Narration Suggestions –Choose One

- Tell the story of Snowdrop.
- Draw or paint a picture of any scene from this story. Give your picture a title or caption and share it with someone, telling them about the scene you’ve depicted.
- Should Snowdrop have better listened to the warnings of the dwarfs?
- This story contains deceit and trickery. Which characters used lies to try to outwit someone else? Is it sometimes morally right to deceive than not? Tell about this. Some in this story could not lie? Tell about this.
- Choose any character in the story and tell about him/her. What might you have done differently from this character? Tell why.

_ Y4 Poetry

- * Read “The Battle of the Armada” by Henry Austin Dobson

Before the Reading

- Connection: Tell what you think this poem might be about based on its title. [Or share what you know of the English battle against the Spanish Armada.]
- Words to Know: carrack, armada, kirtle and fain
- Notes: a) Neptune is the Roman god of the sea; b) Flaccus is a Roman poet; c) Bacchus is the Roman god of wine and d) Don is a lord or gentleman of Spain.
- **Envoi** [Envoy] is the usually explanatory or commendatory concluding remarks to a poem, essay, or book; especially: a short final stanza of a ballad serving as a summary or dedication (Merriam-Webster).
- This poem is located in *Program 2: Companion Pages for Lower School B* –“Ballads, Historical & Narrative Poetry (Y4).

After the Reading

Narration Suggestions –Choose One

- Tell of “The Battle of the Armada”.
- Draw a picture of any scene from this poem. Give your picture a title or caption and share it with someone, telling of the scene depicted.
- Share some favorite lines from the poem and tell why you enjoyed them.
- Tell of who might be “speaking” this poem and of what message is to be taken from it. Describe how the speaker might be feeling –angry, humorous, sad, etc.
- Share your reaction to this poem as if the King of Spain.

Program 2 -LSB/ Week Twenty-Five

~Day Five~

_ All –American History

- * Y2, 3 & 4 – [Reading 4] Read pp. 26-30 + “Afterword” and “Tea for All” from *Boston Tea Party* by Russell Freedman.

Before the Reading

- Connection: How was the tea thrown overboard? Describe the atmosphere during this time –quiet, noisy, dark, bright, etc.
- Word to Know: curtailed
- Note: You may wish to read some selections from “Bibliography”.

Proper Nouns for an Oral Narration

People	Working with Maps	Other
Admiral John Montagu	Holland	<i>Massachusetts Gazette</i>
Thomas Melville	Lexington	Intolerable Acts
George Washington	Concord	Continental Army
Samuel Johnson		American War of Independence
		“liberty tea”

After the Reading

Narration Suggestions –Choose One

- Should the colonists have thrown the tea overboard? Should the British have listened better to the colonists?
- Give an account of the final events in this story. Tell why tea was of such value.
- “Then a ship officer was asked to come up on deck from his cabin to see that no damage had been done, except to the tea” (25-6). What was the purpose of this? Why would this be important?
- The news the following day varied in reporting on “the destruction of the tea” and “the quietness with which it was effected” (30). Tell about this.
- Write a newspaper article accounting of either of the following: a) the events of the Boston Tea Party; b) the destruction of the tea or c) the quietness with which it [Boston Tea Party] was effected. Give your article a title and share it with someone. Alternatively, write an article about the value of tea and the significance of it in this event.
- In what way did this event lead to the American Revolution?
- Draw a picture of any scene from this reading section. Give your picture a title or caption and share it with someone, telling of the scene depicted.

_ Y4 –Independent Reading

Books for independent reading can be read during Quiet Time & Extracurriculars or during time slots designated for “Reading” in the sample schedule.

Have students continue to read from *Benjamin West*.

_ Music

The “Program” section of this lesson guide contains song suggestions for the singing portion of music study. Families who wish may add hymns. Foreign language songs might also be played and sung during this time period.

_ Handcrafts

One of the most essential skills for children to develop is the dexterity of their hands. This transfers over into writing and into more finely detailed art technique and handcrafts as they grow older. Handcrafts help develop these skills as well offer children an artistic and creative way to express themselves. A list of ideas and descriptive suggestions for handcrafts can be found in the “Program” section of this lesson guide.

_ Nature Experience & Notebook

Choose an animal to study as your seasonal animal choice and note observations. Read the articles about “Nature Experiences”, “The Nature Notebook” and “Year-Long Plant and Animal Observation Study” in *Teaching Notes for Lower School B* for teaching notes and suggestions about this activity.

— Y2 &3/OPT Y4 –Myths

- * Complete Reading 25 (pp. 132-137) from *Book of Greek Myths*.

Before the Reading

- Connection: How did Melampus learn “the secrets of the earth” (130)? Who was Danaus?
- Words to Know: atone, brood and subdued
- Words to Pronounce: Heracles (aka Hercules), Danaus, Princess Alcmena, Perseus, Andromeda, Linus, Echidna, Hydra, Stymphalian Lake, Artemis, King Augeas, Hippolyta, Queen of the Amazons and Eurystheus, King of Mycenae
- Expression & Idioms to Know: Discuss “a labor of Hercules”. What is meant by this? [Ans. This idiom is used to express “a job, task, or activity that requires a huge amount of effort, energy, or physical strength.”] Tell how this relates to the story of Heracles.
- Locate: Thebes, Nemea [look for “Nemean lion here”], Lerna [swamp; look for “Hydra here” on map] and Mount Erymanthus [look for “Erymanthion Boar here”].
- Constellations: Leo (The Lion); Cancer (The Crab); Hydra (The Sea-Serpent) and Hercules (The Strong Man)

After the Reading

Narration Suggestions –Choose One

- Tell of Heracles and his first 7 labors performed. Alternatively, tell of his first 7 labors performed using a white board or chalkboard; make quick sketches as you describe them.
- Should Hera “pursue Heracles with her wrath” (132)?
- Divide a sheet of paper into 12 sections [as you will discover in the next lesson, 2 more labors are added]. Give a simple picture to represent the first 7 labors Heracles has completed so far –one in each of 7 sections. Leave the remainder empty until after the next reading section. You will complete it then.
- Is Heracles a help or a hindrance? Support your position, giving examples.
- What good would you do for the world if you had Heracles strength?
- Does Heracles remind you of another mythical god, folk hero or other hero? Tell about this. Hint: Who else can you think of that has great strength? [Thor, Beowulf, Paul Bunyan, John Henry, etc. –answers will vary] Create a chart comparing both.

_ OPT Y4 –Myths

- * Complete Reading 25 (The Binding of Fenrir: The Might of Asgard) from *The Heroes of Asgard* –pp. 171-176



Before the Reading

- Connection: Tell of Baldr's ultimate fate.
- Words to Know: reformation, quell, undermines, enlightened, placid, lair, anvil, bellows, fiendish, ponderous, fetters, valiantly, and lore

Words to Pronounce

Fenrir	Asyniur	Jormungand
Laeding	Dromi	Skirnir
Svartheim	Miölnir	

After the Reading

Narration Suggestions –Choose One

- Tell of the growing concern for Fenrir. What plans do the Aesir make to address this?
- Tell of the plans to bind Fenrir as if he is telling about it.
- Is Fenrir a growing danger?
- If you could jump into this story and safely talk to Fenrir, then what would you like to ask or tell him?
- This chapter is titled “The Might of Asgard”. Tell how this fits the reading section. Think of a new title and tell how it would also be a good fit.

