

# Program 1

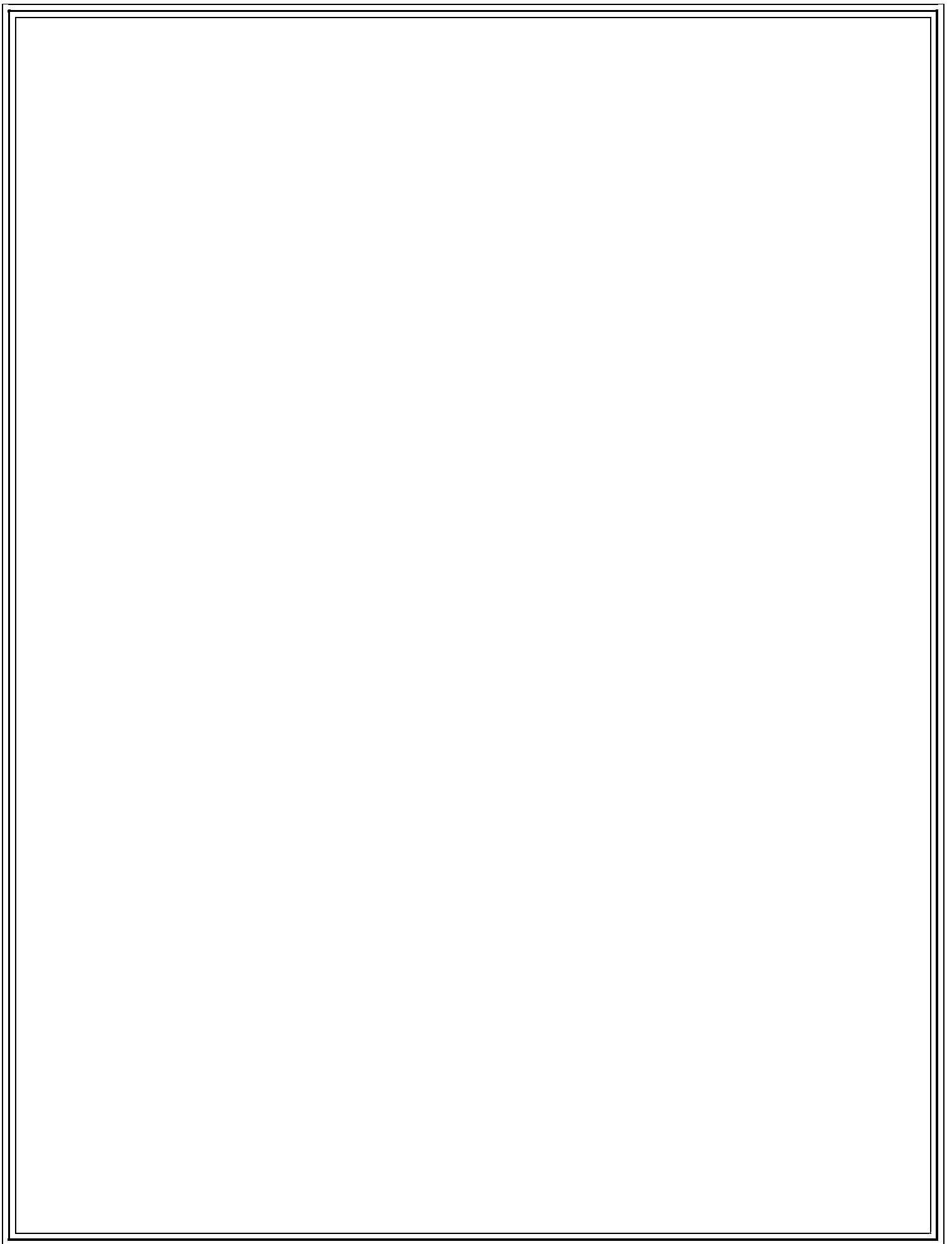
## Lesson Guide



~Lower School B~

Year 2, 3 & 4

Written by Lisa Kelly



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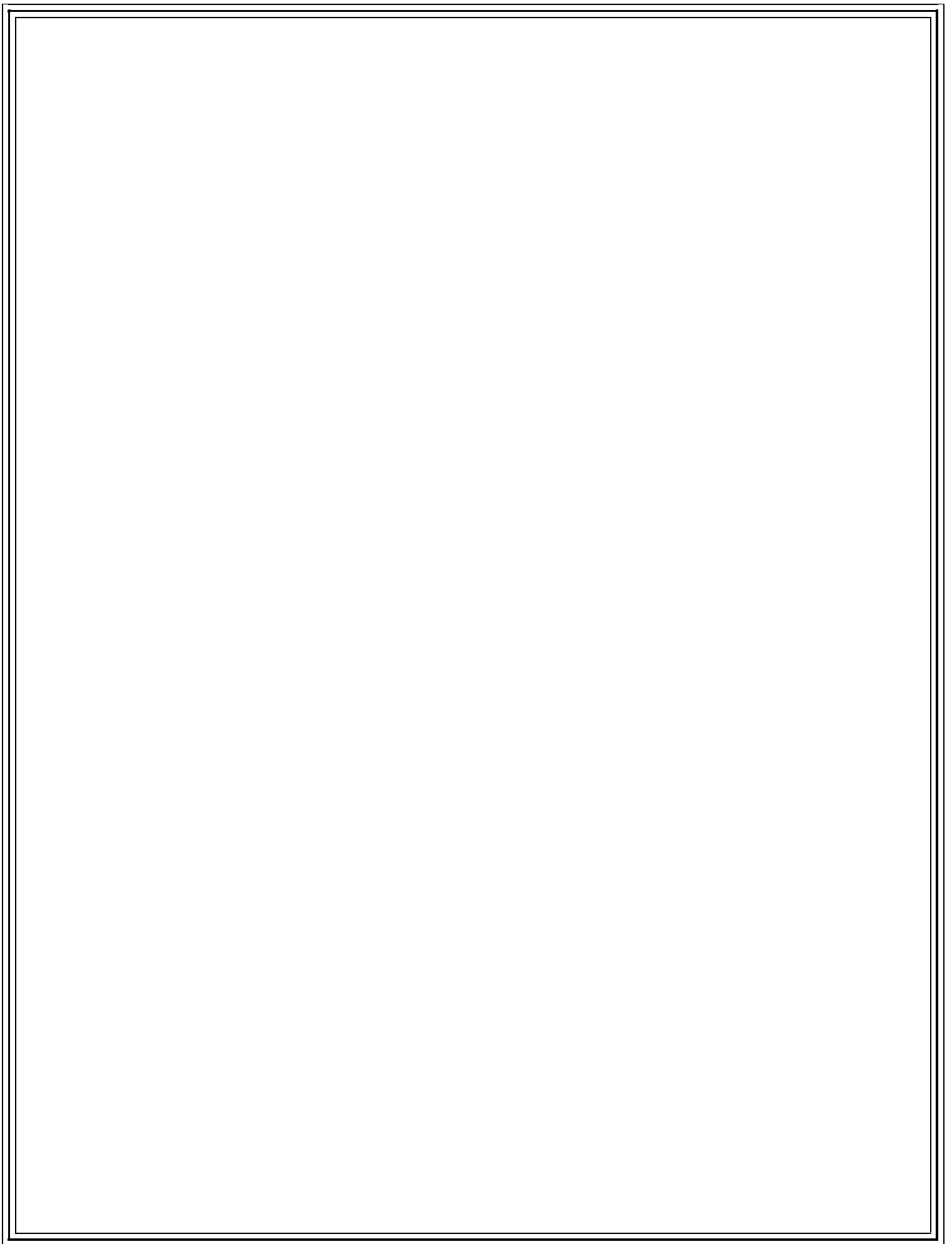
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## Please read these notes.

### **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 this program – 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 1 Lesson Guide –Book List

## Pre-17<sup>th</sup> Century History

\**Fairies and Chimneys* by Rose Fyleman and the needed selections from *Heroes of the Middle Ages* by Eva March Tappan are included in the PDF file of resource pages, which accompanies this guide. These pages were linked in an automated email, which was sent after the purchase of *Program 1: Lesson Guide for Lower School B*.

The complete book list can be found under “Program” which follows. The list below includes the main books needed for the program and can act as a checklist for the teacher.

### Science and Natural History

- The Children’s Book of Birds* by Olive Thorne Miller [republished for *A Mind in the Light* –edited and reformatted]
- Beaks!* by Sneed B. Collard III

**This list is not complete, since this is a sample only!**

### American History

#### Years 2-3

- North American Indians* by Marie and Douglas Gorsline
- The First Thanksgiving* by Jean Craighead George

**This list is not complete, since this is a sample only!**

#### Year 4

- The Discovery of the Americas* by Betsy and Giulio Maestro
- The First Thanksgiving* by Jean Craighead George\*

**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 40-60
- Viking Tales* by Jennie Hall (Part 1 only)
- Saladin and Joan of Arc* by Diane Stanley

- Marguerite Makes a Book* by Bruce Robertson

## British History –YEAR 4

- Our Island Story* by H. E. Marshall –chapters 1-54
- \**Heroes of the Middle Ages* by Eva March Tappan (selections –included in appendix)
- Saladin* by Diane Stanley

## Geography

### Years 2-4

- Y2 –*Geography from A to Z* by Jack Knowlton

**This list is not complete, since this is a sample only!**

## Literature and Poetry

### All

- Famous Legends* by Emeline G. Crommelin

### Choose 4-5

Reading guides for all six books below are included in the appendix.

- The Railway Children* by Edith Nesbit

**This list is not complete, since this is a sample only!**

### Years 2-3

- D'Aulaires' Book of Norse Myths* by Ingri and Edgar P. D'Aulaire

### Year 4

- The Heroes of Asgard* by Annie and Eliza Kearny
- The Song of Hiawatha* by Henry W. Longfellow
- Beowulf: A Hero's Tale Retold* by James Rumford



## Additional Reading

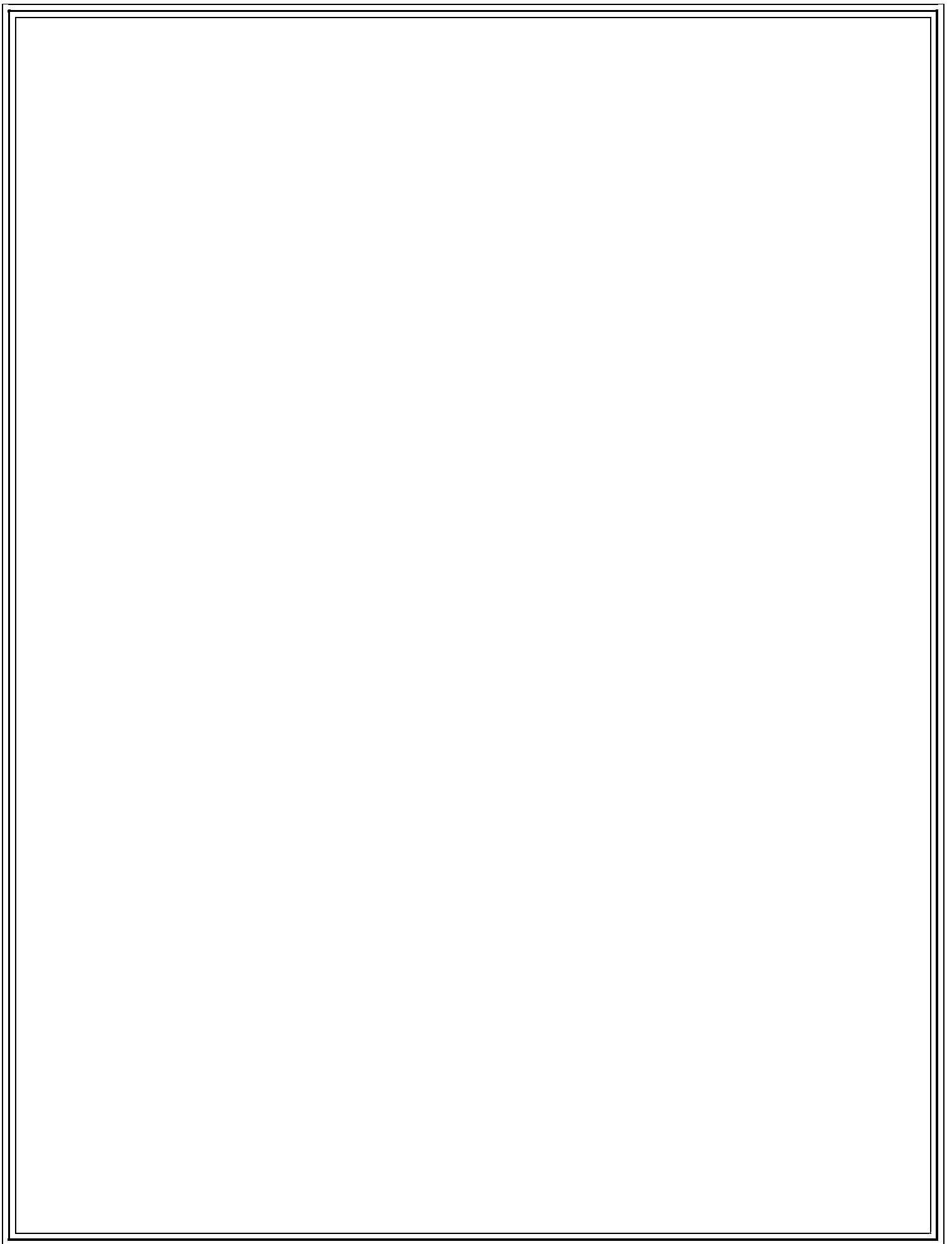
Remember, books may be freely added or exchanged, but lesson plans are not written for alternative, optional or additional books. Feel free to read and enjoy; read and orally narrate or read and use general narration prompts with these books.

- *The Five Children and It* by Edith Nesbit

**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 *Program 1: The Outline Guide for Lower School B*. 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

## P1-LSB/Term One

Subject	Week 1	Week 2	Week 3	Week 4
<b>Math</b>				
<b>Grammar</b>				
<b>Reading</b>				
Y4 IR	<i>Children of the Longhouse</i>	<i>Children of the Longhouse</i>	<i>Children of the Longhouse</i>	<i>Children of the Longhouse</i>
<b>Handwriting, Copywork &amp; Dictation</b>				
<b>Foreign Language</b> Family				
<b>Recitations</b> 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
<b>Natural History</b>	<i>The Children's Book of Birds</i>  B1/C1 & C2 <i>The Children's Book of Birds</i>  B1/C3 OL -Nest	<i>The Children's Book of Birds</i>  B1/C4 & C 5 <i>The Children's Book of Birds</i>  B/C 6 OL -Egg	<i>The Children's Book of Birds</i>  B1/C7 & C8 <i>The Children's Book of Birds</i>  B1/C9 Flight	<i>The Children's Book of Birds</i>  B1/C10 <i>The Children's Book of Birds</i>  B1/C11 <i>A Nest Full of Eggs</i>
Day 5-Nature Experience *Sub. Rock, as needed	Notebook- Seasonal Animal	Find and Describe 1 Tree	Notebook- Seasonal Plant	Find and Describe 1 Body of Water*
<b>American History</b>	Y2& 3 - <i>North Am. Indians</i> Y4 - <i>Discovery of the Am.</i>	Y2 & 3 - <i>North Am. Indians</i> Y4 - <i>Discovery of the Am.</i>	Y2&3 - <i>North Am. Indians</i> Y4 - <i>Discovery of the Am.</i>	Y2 &3 - <i>North Am. Indians</i> Y4 - <i>Hiawatha &amp; the Peacemaker</i>
World History OPTIONAL	<i>A Child's History of the World</i> C40	<i>A Child's History of the World</i> C41	<i>A Child's History of the World</i> C42	<i>A Child's History of the World</i> C43
<b>British History</b> Year 4 [Days 3 & 4]	<i>Our Island Story</i> C1	<i>Our Island Story</i> C3	<i>Our Island Story</i> C5	<i>Our Island Story</i> C7
	<i>Our Island Story</i> C2	<i>Our Island Story</i> C4	<i>Our Island Story</i> C6	<i>Our Island Story</i> C8

<b>The Children's Hour</b>	<i>Fairies and Chimneys</i> Read 2 poems.	<i>Fairies and Chimneys</i> Read 2 poems.	<i>Fairies and Chimneys</i> Read 2 poems.	<i>Fairies and Chimneys</i> Read 2 poems.
Literature –Day 1				
Literature –Day 2				
Literature –Day 3				
Legends & Tales	<i>Famous Legends</i> "Robin Hood"	<i>Famous Legends</i> "Robin Hood"	<i>Famous Legends</i> "Robin Hood"	<i>Famous Legends</i> "Robin Hood"
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 Norse Myths</i> –R1	<i>Book of Norse Myths</i> –R2	<i>Book of Norse Myths</i> –R3	<i>Book of Norse 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
<b>Picture Study</b> Family	Bio of Artist +PS	Maintain	PS	Maintain
<b>Art Technique</b>				
<b>Drawing</b>				
<b>Music Appreciation</b>	Lesson One	Review	Lesson Two	Play selection(s) from L2
<b>Music Technique</b>				
<b>Geography</b>	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
<b>Handcrafts</b> Family				
<b>Religion</b>				

**This schedule is not complete, since this is a sample only!**

## 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		
<b>LUNCH &amp; BREAK</b>				
<b>NATURE EXPERIENCES &amp; NOTEBOOK</b> Day 5 is meant to have extra time allotted for a longer nature experience.				
<b>THE CHILDEN'S HOUR</b> 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
<b>QUIET TIME &amp; EXTRACURRICULARS</b> 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.				
<b>DINNER/SUPPER</b>				
<b>STORYTIME/GAMES/INDEPENDENT READING</b> 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 1: 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
- author
- speaker
- heroes and heroines
- illustrator
- character
- myth
- epic
- song
- 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*.

In *Traveling Man: The Journey of Ibn Battuta*, children in Year Two and Year Three will meet Ibn Battuta and follow his route as he journeys far and wide. This scholarly man explored a large part of the Afro-Eurasian area during the medieval time period.

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 the travels of Chengli along the Silk Road in *Chengli and the Silk Road Caravan* by Hildi Kang, keeping a map record as they read. Further details on keeping a map record can also be found in *Teaching Notes for Lower School B*, while a printable map for this book can be found in *Program 1: 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 early American History with a focus on Native Americans, the first Thanksgiving, the voyage of the Mayflower, pilgrims and the first interactions of the pilgrims with the Native Americans.

Students will learn about how Native Americans and Pilgrims lived in daily life, including a general look at their homes. 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 journal entries, build models and much more.

Year Four students will share some books with younger students, but will also have books of their own. *The Discovery of the Americas* by Betsy and Giulio Maestro gives Year Four students more details of the early development of America, with *Before Columbus: The Leif Eriksson Expedition* by Elizabeth Cody Kimmel further expanding on these ideas. *Hiawatha and the Peacemaker* by Robbie Robertson is paired with their study of Longfellow's *The Song of Hiawatha*, giving students a historical reference along with a literary one.

Year Four students will additionally read *Children of the Longhouse* by Joseph Bruchac and *Morning Girl* by Michael Dorris independently. These books can also be read with the teacher, as needed. Also, consider the books suggested for independent reading (Years 2-4) for Pre-17th Century American History as listed in "Program" section of this guide.

## Natural History

Natural History in Program 1 includes a focus on ornithology, or the study of birds, using *The Children's Book of Birds* along with a few supplemental books. Students will also study the ecology of the pond using *Holiday Pond* by Edith M. Patch and selections from Arabella Buckley's *By Pond and River*.

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:

- egg
- nest
- feather
- pond water under a microscope
- the frog's life cycle
- bird beaks

...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 begin British History using *Our Island Story* by H. E. Marshall, *Our Little Celtic Cousin of Long Ago* by Evaleen Stein and selections from *The Heroes of the Middle Ages* by Eva March Tappan. 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 1 will concentrate on Pre-17<sup>th</sup> century British History –or, primarily, medieval 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 1, students will focus on the medieval time period, which will be introduced with *A Child's History of the World* by V. M. Hillyer and includes chapters 40-60. Students will have already covered the ancient time period in Foundations Year One (1-39). 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 feudal system, the crusades, the Celtic people, the Vikings, castles, cathedrals, knights, Arabian culture 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.

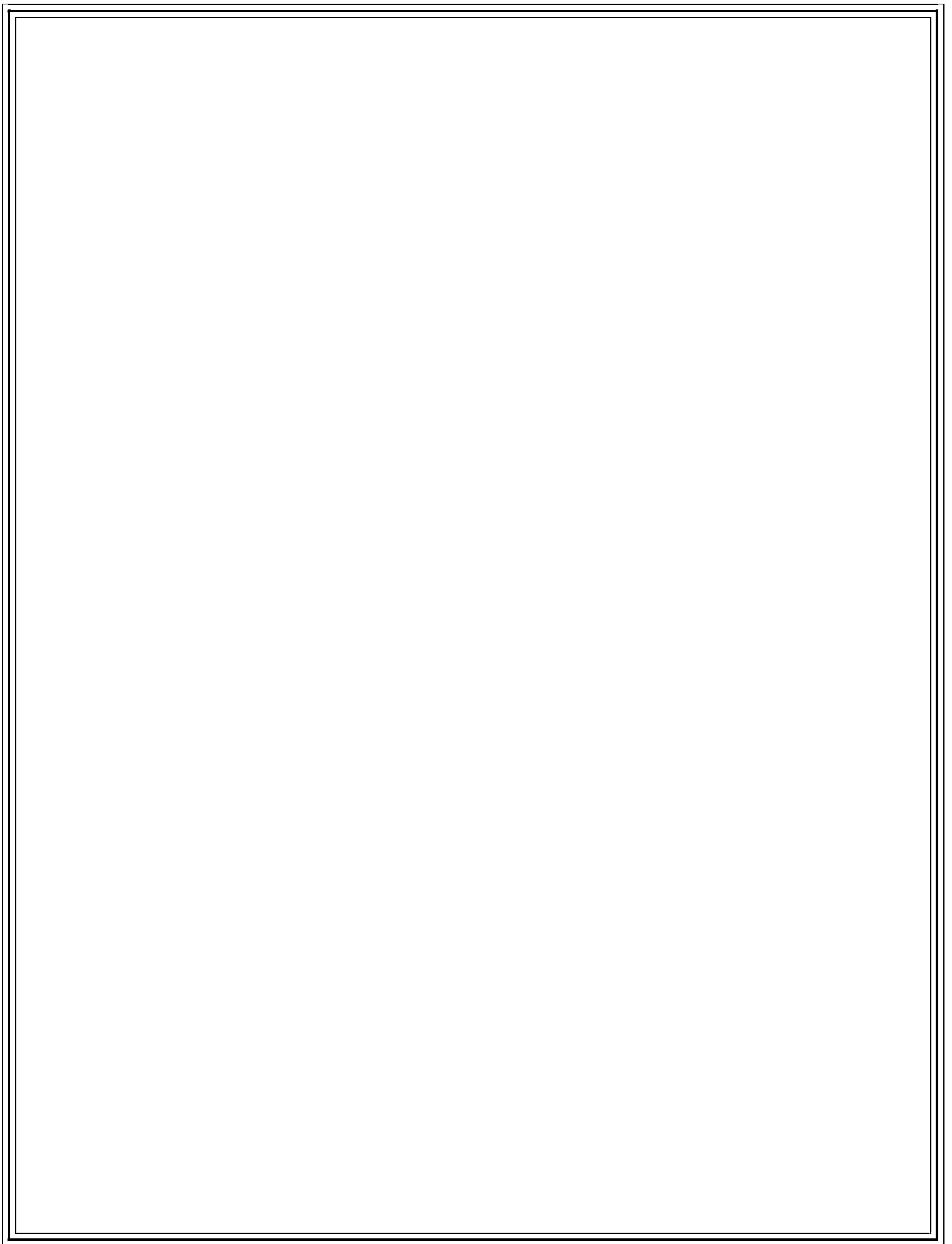
## Additional Notes

**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 1 –Years 2-4  
~Week One~

Day One	Day Two	Day Three	Day Four	Day Five
<b>Natural History</b> <i>The Children’s Book of Birds</i>  B1: I and II	<b>Natural History</b> <i>The Children’s Book of Birds</i>  B1: III	<b>Natural History</b> OL –Nest	<b>World History</b> OPT (Y2 & Y3) <i>A Child’s History of the World</i> –C40 pp. 243-249  <b>Y4 British History</b> <i>Our Island Story</i> -C2	<b>American History</b> Y2 & 3 - <i>North American Indians</i> -R1 Y4 - <i>Discovery of the Am.</i> - R1  <b>Y4 IR</b> <i>Children of the Longhouse</i>
<b>FREE PLAY</b>				
<b>Music</b> Singing-Foreign Language Songs, Hymns, Folk Songs  <i>Write song titles and singing lesson titles here.</i>		<b>Music Appreciation &amp; Theory</b>  <b>Y4 British History</b> <i>Our Island Story</i> -C1	<b>Art Technique</b> Drawing, Painting Sculpting  <i>Write the lesson title from your chosen program here.</i>	<b>Music</b> Singing-Foreign Language Songs, Hymns, Folk Songs
<b>Recitations</b> Y2-“The Kind Moon” Y3-“The Swing” Y4-“The Tiger”	<b>Drawing</b> <i>Write the lesson title of your chosen drawing program here.</i>	<b>Recitations</b> Y2-“The Kind Moon” Y3-“The Swing” Y4-“The Tiger”	<b>Geography</b> Y2-w/1 & L1 Y3- Paddle Y4-Minn	<b>Handcrafts</b> <i>Write your handcraft choices here.</i>
<b>LUNCH &amp; BREAK</b>				
<b>NATURE EXPERIENCES &amp; NOTEBOOK</b> Day 5 is meant to have extra time allotted for a longer nature experience. <u>Day Five Notebook</u> <u>Seasonal Animal</u>				
<b>THE CHILDREN’S HOUR</b> 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.				
<b>Poetry</b> <i>Fairies and Chimneys</i> Read two poems.	<b>Picture Study</b> <i>Write the title &amp; artist of your chosen picture study here.</i>	<b>Literature</b> <i>Write the title &amp; reading section of your chosen book here. Use the included lesson plans for reference.</i> EX. <i>Heidi</i> –C1	<b>Legends &amp; Tales</b> <i>Famous Legends</i> “Robin Hood”, Parts I-II  <b>Y4 Poetry</b> <i>The Song of Hiawatha</i> Introduction	<b>Myths</b> Y2&3 <i>Book of Norse Myths</i> Reading 1  Y4 <i>Heroes of Asgard</i> Reading 1
<b>Literature</b> <i>Write the title &amp; reading section of your chosen book here.</i>	<b>Literature</b> <i>Write the title &amp; reading section of your chosen book here.</i>			
<b>QUIET TIME &amp; EXTRACURRICULARS</b>				
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.				
<b>DINNER/SUPPER</b>				
<b>STORYTIME/GAMES/INDEPENDENT READING</b> 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 1 –Years 2-4  
~Week Four~

Day One	Day Two	Day Three	Day Four	Day Five
<b>Natural History</b> <i>The Children's Book of Birds</i>  B1: X	<b>Natural History</b> <i>The Children's Book of Birds</i>  B1: XI	<b>Natural History</b> <i>A Nest Full of Eggs</i> by Priscilla Belz Jenkins	<b>World History</b> OPT (Y2 & Y3) <i>A Child's History of the World</i> –C43 pp. 260-265  <b>Y4 British History</b> <i>Our Island Story</i> -C8	<b>American History</b> Y2 & 3 - <i>North Am. Indians</i> –R4 Y4 – <i>Hiawatha &amp; the Peacemaker</i>  <b>Y4 IR</b> <i>Children of the Longhouse</i>
<b>FREE PLAY</b>				
<b>Music</b> Singing-Foreign Language Songs, Hymns, Folk Songs		<b>Music Appreciation &amp; Theory</b>  <b>Y4 British History</b> <i>Our Island Story</i> -C7	<b>Art Technique</b> Drawing, Painting Sculpting	<b>Music</b> Singing-Foreign Language Songs, Hymns, Folk Songs
<b>Recitations</b> Y2-“The Kind Moon” Y3-“The Swing” Y4-“The Tiger”	<b>Drawing</b>	<b>Recitations</b> Y2-“The Kind Moon” Y3-“The Swing” Y4-“The Tiger”	<b>Geography</b> Y2-w/l& L4 Y3- Paddle Y4-Minn	<b>Handcrafts</b>
<b>LUNCH &amp; BREAK</b>				
<b>NATURE EXPERIENCES &amp; NOTEBOOK</b> Day 5 is meant to have extra time allotted for a longer nature experience. <u>Day Five Notebook</u> <u>Find and Describe -1 Body of Water</u>				
<b>THE CHILDREN'S HOUR</b> 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.				
<b>Poetry</b> <i>Fairies and Chimneys</i> Read two poems.	<b>Picture Study</b>	<b>Literature</b>	<b>Legends &amp; Tales</b> <i>Famous Legends</i> Read “Robin Hood” Parts IX-X  <b>Y4 Poetry</b> <i>The Song of Hiawatha</i> “Hiawatha's Childhood”	<b>Myths</b> Y2&3 <i>Book of Norse Myths</i> Reading 4  Y4 <i>Heroes of Asgard</i> Reading 4
<b>Literature</b>	<b>Literature</b>			
<b>QUIET TIME &amp; EXTRACURRICULARS</b>				
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.				
<b>DINNER/SUPPER</b>				
<b>STORYTIME/GAMES/INDEPENDENT READING</b> 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 1 -LSB/Week Four  
~Looking Ahead~

Day Four –Y2 students will need materials to make models in geography –see *Teaching Notes for Lower School B* for notes about this activity.

Program 1 -LSB/Week Four  
~Day One~

\_ Natural History

- \* Read from First Book (X) –Some of His Lessons from *The Children’s Book of Birds*.

Before the Reading

- Connection: Tell about how birds fly.

After the Reading

Narration Suggestions –Choose One

- Tell how young birds are taught how to fly, eat and bathe by their parents.
- Draw or paint any scene from this chapter. Give your picture a title or caption and share it with someone, telling all about the scene you’ve depicted.
- Should baby birds always be taught by their parents?

\_ 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 2 poems from *Fairies and Chimneys*.

### Before the Reading

- Connection: Tell about “The Fountain”.

### After the Reading

#### Narration Suggestions –Choose One

“Have You Watched the Fairies?”

- What does the speaker see the fairies do in the poem? Tell about it.
- Find 2 words from the poem which rhyme with the following: done, limes and air. Can you think of any different words which rhyme? Create a chart with your teacher, if you’d like.
- Divide a sheet of paper into thirds and in each section illustrate a verse from the poem. There are 3 sections, so one section for each verse. Give your finished chart a title and share it with someone, telling all about it.

“The Child Next Door”

- Tell about the child next door from the poem.
- Divide a sheet of paper into halves –on one side draw Mary and on the other side draw Joan. Hide a fairy somewhere in the divided pictures. Do you think that Joan will see it? Will Mary? Share your finished work with someone, telling all about the poem. Alternatively, draw yourself and write your name in one of the two sections, replacing either one of the two girls from the poem.
- Should Joan think that fairies are silly? Should the speaker of the poem feel sad for her?

## — 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.

## Program 1 -LSB/Week Four

### ~Day Two~

#### \_ Natural History

- \* Read from First Book (XI) –The Bird’s Language from *The Children’s Book of Birds*.

#### Before the Reading

- Connection: What are some things that birds learn from their parents?
- Word to Know: molt

#### After the Reading

#### Narration Suggestions –Choose One

- Tell all that you know of a bird’s language.
- Share what you know of the songs of birds.
- Write a list with your teacher of birds that stop singing sooner than other birds. Which birds sing longer? Write a list of these birds. Put a check next to any of the birds from either list which live in your area and that you might see or hear.
- Be a Bird Naturalist! Record a sample of the songs and calls of a particular bird in your area. Tell what you think the songs and calls might mean. Describe your bird in good detail. Can you identify your bird? Record your book into your nature notebook. Record the date and time and where you located your bird. Sketch your bird, too.

#### \_ 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

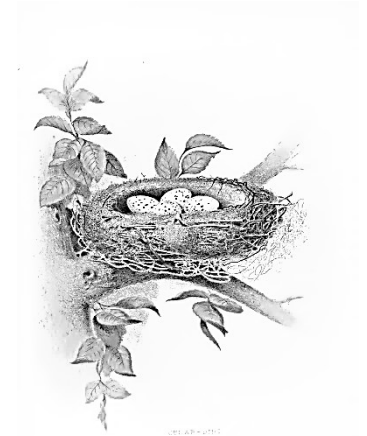
Read the article “Alternate Suggestions for Picture Study” from *Teaching Notes for Lower School B*. This article contains ideas for how to extend the picture introduced last week. Next week a new picture will be introduced.

## \_ Literature

Continue to read from selected literature books, using the teaching notes in *Program 1: Companion Pages for Lower School B* for guidance.

## \_ Natural History

### *A Nest Full of Eggs* by Priscilla Belz Jenkins



#### Before the Reading

- Connection: Share what you know of the Robin.

#### Reading Aloud

Read *A Nest Full of Eggs* aloud to your student(s). Be sure to take your time while reading aloud, exploring the pictures and diagrams.

#### After the Reading

#### Narration Suggestions –Choose One

- Tell about the life cycle of a robin.
- Recreate any scene from the book using modeling clay or Play-Doh. Be sure to share your work with someone, telling all about the scene you've depicted.
- Write a letter (or dictate one to your teacher) to a friend or family member telling them all about robins. Feel free to include a small sketch or two if you'd like as well.
- Write a list with your teacher of items you might strew about to help birds build their nests.

Optional: Strew about some of the items on your list and then watch to see what happens to them. Keep a record of which items have been taken by marking that item on the list with a check. Can you find a nest with some of your items in it? Be careful to use your eyes only when studying it.

## \_ 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 7: “The Story of St. Alban” from *Our Island Story*.

### Before the Reading

- Connections: Narrate about the religion of the Britons. How did Christianity come to them?
- Review the word martyr
- 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
St. Alban	Verulamium later St. Alban	Druids
Amphibalus	Rome	Holywell
		Holywell Hill

### Narration Break

Pause the reading just before the paragraph beginning “Alban was then led before the Roman Governor”. Have your student orally narrate on what has been read so far.

### After the Reading

#### Narration Suggestions –Choose One

- Tell the story of St. Alban.
- Draw or paint a picture of any scene from this reading. Give your picture a title or caption and share it with someone, telling about the scene depicted.
- Tell what a martyr is and then explain why Alban was considered one.
- Describe either Alban or Amphibalus.

## \_ 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 1: Companion Pages for Lower School B* for guidance.



Program 1 -LSB/ Week Four

~Day Four~

World History -Optional

- \* Read Chapter 43: Being Good (pp. 260-265) from *A Child's History of the World*.

Before the Reading

- Connections: Share what you know about this new time period called the Middle Ages.
- Words to Know: martyrs, refectory, vellum and chronicles
- Distinguish between monasteries and abbeys
- 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	Other
St. Simeon Stylites	Stoics
Jesus	Epicureans
Benedict	Aramaic
	Benedictines

Narration Break

Pause the reading on page 263 just before the 2nd new paragraph.

After the Reading

Narration Suggestions –Choose One

- Write, or dictate to your teacher, a diary entry describing your day as you imagine it might have been written by a nun or monk during this time period.
- Draw a picture of a monastery or abbey and include some details such as the monks or nuns at work, in prayer or helping others. Give your picture a title and be sure to share your finished work with someone.

## Discussion Suggestions

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

- \_ Do you have any questions about what we've just read?
- \_ Of what would you like to know more?
- \_ Write, or dictate to your teacher, a list of what makes someone good?

## \_ Y4 –British History

- \* Read Chapter 8: "Vortigern and King Constans" from *Our Island Story*.

### Before the Reading

- Connections: Tell of Agricola and Hadrian and of the walls they had built.
- 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
Cassivelaunus	Scotland	Picts
Caractacus	London	Scots
Boadicea	Brittany	
Constantine		
Constans		
Aurelius Ambrosius		
Uther Pendragon		
Vortigern		

### Narration Break

Pause the reading just before the paragraph beginning "Among the nobles of Britain was prince called Vortigern". Have your student orally narrate on what has been read so far.

## After the Reading

### Narration Suggestions –Choose One

- Tell about Vortigern and King Constans.
- Pretend you are a reporter for a news channel. Tell the audience from which country you are reporting, who you are and the name of your news station. Next, introduce your audience to two famous leaders: Vortigern and King Constans.
- Should Vortigern have killed the Picts? Should Constans have become a king?
- Write, or dictate a list to your teacher, three questions you would ask about this chapter, if you were the teacher.
- “The Picts thought Vortigern was a very kind master. They soon saw that he really had all the power, and that King Constans was only a puppet king “(32). Explain this part of the chapter. Why is Constans considered a puppet king? What is a puppet king?

### \_ 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	
~ 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 “Robin Hood”, Parts IX-X (King Richard-Death of Robin Hood) from *Famous Legends*.

#### Before the Reading

- Connection: Tell of Robin’s adventures with the bishop.
- Word to Know: traitor

#### After the Reading

#### Narration Suggestions –Choose One

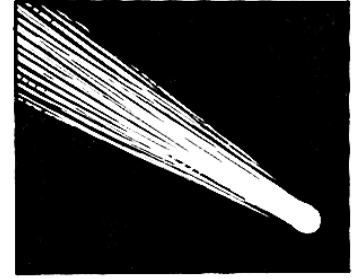
- Tell about King Richard I and his visit to Robin Hood and his men.
- Should King Richard I have called Robin Hood a traitor?
- Draw a picture of any scene from this chapter. Give your picture a title or caption and share it with someone, telling them all about the scene you’ve depicted.
- Tell of Robin Hood’s later days, after leaving the King’s castle.

## \_ 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.

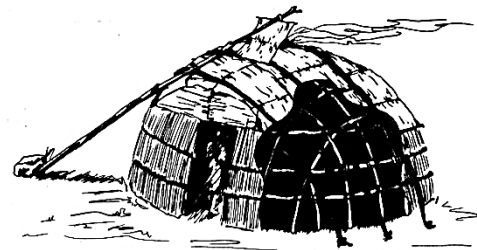


Words to Pronounce	Words to Know
Nokomis	asunder
Muskoday	rival
Wenonah	linden
Mudjekeewis	ford
Hiawatha	palpitated
Wahonowin	wary
Gitche Gumee	
Ishkoodah	
Minne-wawa	
Mudway-aushka	
Wah-wah-taysee	
Adyidaumo	
Soan-ge-taha	
Mahn-go-taysee	
Opechee	
Owaissa	

### 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.

Program 1 -LSB/ Week Four

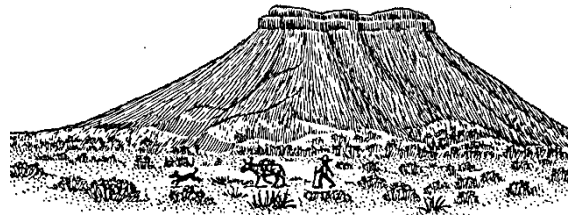
~Day Five~

\_ Y2 & 3 –American History

- \* [Reading 4] Read the next 6 pages from *North American Indians*.

Before the Reading

- Connection: Tell why the buffalo (bison) was important to the Native Americans of the Plains.
- Geographical Term: mesa
- Words to Pronounce: Pueblo, Anazazi and Hopi
- Words to Know: adobe and kivas



After the Reading

Narration Suggestions –Choose One

- Tell of the Pueblo home.
- Tell of the Pueblo dances.
- Draw or paint a picture of any scene from this reading section. Be sure to give your picture a title or caption and to share it with someone, telling about the scene you've depicted.
- Why did the Pueblo people build their houses from hide or from wood? Tell about this.
- Build a model of a Pueblo home using modeling clay or salt-dough. Share your model with someone, telling about this Native American home.

A recipe for salt-dough can be found in *Program 1: Companion Pages for Lower School B*.

\_ Y4 –American History

Week 4 –*Hiawatha and the Peacemaker*

- \* Read from *Hiawatha and the Peacemaker* by Robbie Robertson until the end of the page which reads “Together we paddled as four nations.”



## Before the Reading

- Connection: Use the title and cover illustration to help you predict what this book might be about.
- Note: This book includes a CD. There are violent/possibly scary images as well as allusions to [but not graphically described] violence in this book. Please preview for sensitivity, as needed.
- This story is a retelling of a legend. See notes below on this genre of literature.
- Words to Pronounce: Tadodaho, Mohawk, Cayuga, Seneca, Oneida and Onondaga
- Words to Know: righteousness, summoned, perish, consumed and transformed
- This book has been divided into two readings. The second reading includes the Historical Note and the Author's Note.

## After the Reading

### Narration Suggestions –Choose One

- Draw or paint a picture of any scene from this reading section. Be sure to give your picture a title or caption and to share it with someone, telling about the scene depicted.
- Tell of Hiawatha. Who was the Peacemaker?
- “Together we paddled as one nation.”*  
*“Together we paddled as two nations.”*  
*“Together we paddled as three nations.”*  
*“Together we paddled as four nations.”*  
What is meant by each of these statements? What is significant about each one?
- Illustrate this scene: “Together we paddled as four nations.” Write this sentence as your caption. Share your illustration with someone, telling about it.
- “But as I spoke, I felt something come over me: *Forgiveness*. I had not been able to save my family, but on this journey I had been able to forgive myself.” What is meant by this? Hiawatha’s journey brings about many changes –including within him. Tell about these changes. Study the illustration on this page. What scene or feelings does it represent? Tell about this.

### Literary Elements

A **legend** is a story passed down through generations which may be thought of as historically true but that cannot be verified as fully true. Folktales, on the other hand, are always regarded as fiction stories. Examples of legends include: Johnny Appleseed, The Fountain of Youth, Atlantis and King Arthur.

## \_ 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 *Children of the Longhouse*.

## \_ 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) body of water. [If this proves difficult, substitute a rock.] 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 -Myths

- \* Complete Reading 4 (pp. 26-30) from *Book of Norse Myths*.

### Before the Reading

- Connection: Describe how the Aeseir created the world.
- Words to Pronounce: Urd, Verdande and Skuld

### After the Reading

#### Narration Suggestions

- Tell how later men and women were different from their grandparents. How were they different from the first children?
- Role play with a friend or family member as Odin giving advice to humans. Tell some of the advice he gave and add at least one new piece of advice that you would have given.

## \_ 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 1 –Years 2-4

~Week Twenty-One~

Day One	Day Two	Day Three	Day Four	Day Five
<b>Natural History</b> <i>The Children's Book of Birds</i>  B2: XXIV	<b>Natural History</b> <i>The Children's Book of Birds</i>  B2: XXV	<b>Natural History</b> <i>The Children's Book of Birds</i>  B2: XXVI	<b>World History</b> OPT (Y2 & Y3) <i>A Child's History of the World</i>  C51	<b>American History</b> All – <i>Indians of the Northeast Woodlands</i>
			<b>Y4 British History</b> <i>Our Little Celtic Cousin</i>	<b>Y4 IR</b> <i>Morning Girl</i>
<b>FREE PLAY</b>				
<b>Music</b> Singing-Foreign Language Songs, Hymns, Folk Songs		<b>Music Appreciation &amp; Theory</b>  <b>Y4 British History</b> <i>Our Little Celtic Cousin</i>	<b>Art Technique</b> Drawing, Painting Sculpting	<b>Music</b> Singing-Foreign Language Songs, Hymns, Folk Songs
<b>Recitations</b> Y2-“The Robin” Y3-“Stars” Y4-“Books”	<b>Drawing</b>	<b>Recitations</b> Y2-“The Robin” Y3-“Stars” Y4-“Books”	<b>Geography</b> Y2-GATZ; Y3- Paddle & Y4-The Silk Route	<b>Handcrafts</b>
<b>LUNCH &amp; BREAK</b>				
<b>NATURE EXPERIENCES &amp; NOTEBOOK</b> Day 5 is meant to have extra time allotted for a longer nature experience. <u>Day Five Notebook</u> <u>Seasonal Plant</u>				
<b>THE CHILDREN'S HOUR</b> 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.				
<b>Poetry</b> <i>Butterfly Eyes</i> by Joyce Sidman Read two poems & additional information for 8 weeks.	<b>Picture Study</b>	<b>Literature</b>	<b>Legends &amp; Tales</b> <i>Famous Legends</i> Read “Frithiof” PI	<b>Myths</b> Y2&3 <i>Book of Norse Myths</i> Reading 21
<b>Literature</b>	<b>Literature</b>		<b>Y4 Poetry</b> <i>The Song of Hiawatha</i> “The Famine”	Y4 <i>Heroes of Asgard</i> Reading 21
<b>QUIET TIME &amp; EXTRACURRICULARS</b> 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.				
<b>DINNER/SUPPER</b>				
<b>STORYTIME/GAMES/INDEPENDENT READING</b> 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 1 -LSB/Week Twenty-One  
~Looking Ahead~

Day Four –Two optional activities are included for World History. Ensure in advance that materials needed are on hand.

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 students will need access to a printed map in Geography if you are including the map work.

Program 1 -LSB/Week Twenty-One  
~Day One~

\_ Natural History

- \* Read from Second Book (XXIV) –The Lark Family (Alaudid) from *The Children's Book of Birds*.

Before the Reading

- Connection: Tell of the crow, the jay or the magpie.
- Distinguish between a meadowlark (member of the blackbird family) vs. the horned lark; the meadowlark is not a true lark.
- Image Display: Consider finding an image of mullein leaves to show your students; real leaves would be even better.



After the Reading

Narration Suggestions –Choose One

- Describe the Horned Lark as fully as you are able.
- Tell how the movement of the lark relates to its feet.
- Draw or paint a picture of any scene from this chapter. Give it a title or caption and share it with someone, telling about the scene you've illustrated.
- Should the mother lark leave her nest when people and other animals are around it?

Optional –Additional Reading

- The Burgess Bird Book for Children* by Thornton W. Burgess –Read Chapter 41

## – Music

Continue with previously selected songs –or select new ones as needed, using the teaching notes and the song list included in this guide for guidance.

## – Recitations

Help students study their recitation pieces. [Y2 -“The Robin”; Y3 -“Stars” and Y4 -“Books”] Read the notes for how to implement recitation in *Teaching Notes for Lower School B*, as needed.

## – Nature Experiences

Continue with nature experiences, using articles and teaching notes for guidance.

## – Poetry

- \* Read the next 2 poems from *Butterfly Eyes*.

### Before the Reading

- Connection: Tell about the poem “Ultraviolet”.
- Read 2 poems and any additional information about the poems. It may be helpful, sometimes, to go over some of the science words and ideas before reading the poems. You could also read them, discuss the words and ideas and then read the poems again.

### After the Reading

#### Narration Suggestions –Choose One

##### “Letter to the Sun”

- Tell about “Letter to the Sun”.
- Find three pairs of rhyming words in this poem.
- Tell how the sun changes the weather and therefore changes the land and the animals who live there.

##### “Letter to the Rain”

- Tell about this poem.
- Draw or paint a picture which illustrates this poem. Give your picture a title or caption and share it with someone, telling about your illustration.
- In what way does this letter differ from “Letter to the Sun”? Tell about this.
- Write your own “letter” to anything in nature. [Students may also dictate their letter to their teacher. Their letter may be in prose or verse.]

## Science Notes

Word to Know: amphibian

If your student has not already been introduced to these words, then you may wish to consider a slightly longer explanation. Remember, most of these words can be found in the glossary at the end of the book.

The sun and the rain have an effect upon the land and the animals that live there. Create a list of these benefits and detriments.

## \_ Literature

Continue to read from selected literature books, using the teaching notes in *Program 1: Companion Pages for Lower School B* for guidance.



Program 1 -LSB/Week Twenty-One

~Day Two~

— Natural History

- \* Read from Second Book (XXV) –The Flycatching Family (Tyrannid) from *The Children's Book of Birds*.

Before the Reading

- Connection: Describe the horned lark as a mother bird.
- Note: Cards for the Kingbird and for the Wood Pewee can be found among the Bird Cards collection. These are cards 4 and 6, respectively.

After the Reading

Narration Suggestions –Choose One

- Dictate to your teacher two statements you can make about the kingbird and two questions you might ask about the wood pewee.
- Is the kingbird a tyrant? Is it wrong for this bird to eat bees? Expand on your answer.
- Describe the wood pewee as a mother bird.
- Draw or paint a picture of any scene from this chapter. Give your picture a title or caption and share it with someone, telling them about the scene you've depicted.

Optional –Additional Reading

- The Burgess Bird Book for Children* by Thornton W. Burgess –Read Chapters 7-8

## – Music

Continue with previously selected songs –or select new ones as needed, using the teaching notes and the song list included in this guide for guidance.

## – Drawing

Continue with drawing assignments, using the teaching notes for guidance.

## – Picture Study

- Introduce a new picture this week. If you are using *Spotlights: Illuminating Great Artists & Musicians*, then use any 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

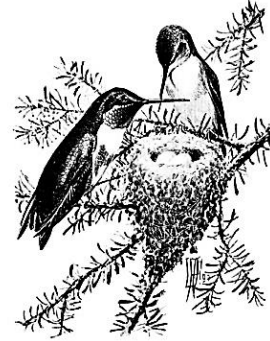
Continue to read from selected literature books, using the teaching notes in *Program 1: Companion Pages for Lower School B* for guidance.

Program 1 -LSB/ Week Twenty-One

~Day Three~

\_ Natural History

- \* Read from Second Book (XXVI) –The Humming Family (Trochilid) from *The Children's Book of Birds*.



RUBY-THROATED HUMMINGBIRD.  
Length, 3.15 inches.

Before the Reading

- Connection: Share what you know of the flycatchers.
- Words to Know: metallic and pugnacious
- Note: A card for the Ruby-Throated Hummingbird can be found among the Bird Cards collection. This is card #8.

After the Reading

Narration Suggestions –Choose One

- Create a picture of a hummingbird using metallic or glitter crayons. Give your picture a name or caption and share it with someone, telling about the hummingbird. Alternatively, print an outline picture of a hummingbird and add color to this. Be sure to share this picture as well.
- Describe the shape of a hummingbird's bill and tell how this shape connects to its diet.
- Describe the hummingbird's nest and how it is made.

Optional –Additional Reading

- The Burgess Bird Book for Children* by Thornton W. Burgess –Read Chapter 35

## – Music Appreciation and Theory

### Composer Study

Listen to a selection from your chosen composer. Discuss, as needed.

Read “Music Appreciation” in *Teaching Notes 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.

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

### Theory

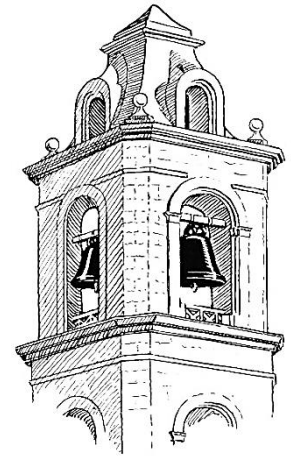
Introduce a new lesson in music theory or have students using a theory book complete their assignments, as needed. The latter students may need help with their lessons or homework.

## – Y4 –British History

- \* Read Chapter 6: “Kells is Raided” (pp. 38-48) from *Our Little Celtic Cousin of Long Ago*.

### Before the Reading

- Connection: Tell of the Hall of Feasting.
- Words to Know: belfry, raths and duns
- Distinguish between Britain (before c. 925), England and Great Britain
- Be sure to look up the places listed under the category: Map Work (below) and pronounce any words as needed. A pronunciation guide can be found at the front of the book.



### Proper Nouns for an Oral Narration

People	Places	Other
Ferdiad	Kells	Celtic
Conn	Ireland	Danes
Eileen	Britain (England)	
Angus	Gaul (France)	
Saint Columkille	Blackwater River	
Fianna	Tailltenn	
Brother Giles	Europe	
Abbot		

## After the Reading

### Narration Suggestions –Choose One

- Tell about the raid of Kells.
- Tell about the work of the monks and why this work was important.
- Write, or dictate to your teacher, a diary entry as if you were Eileen or Ferdiad. Describe your day and your thoughts of those events. Alternatively, pretend you are Eileen or Ferdiad and write a letter to Conn, telling him all about this day.

~~~~~

- \* Read Chapter 7: “The New Home at Kinkora” (49-54) from *Our Little Celtic Cousin of Long Ago*.

## Before the Reading

- Connection: Tell about the raid of Kells.
- Words to Know: moat, wattled, greenan and goad
- Be sure to look up the places listed under the category: Map Work (below) and pronounce any words as needed. A pronunciation guide can be found at the front of the book.

### Proper Nouns for an Oral Narration

| People                     | Places        | Other          |
|----------------------------|---------------|----------------|
| Ferdiad                    | Kinkora       | Tailltenn fair |
| Conn                       | Meath         |                |
| Eileen                     | Shannon River |                |
| Angus                      |               |                |
| Brian Boru                 |               |                |
| Cuculain (Hound of Culain) |               |                |

## After the Reading

### Narration Suggestions –Choose One

- Describe Ferdiad and Eileen’s new home.
- Draw or paint a picture of any scene from this chapter. Be sure to give your picture a title or caption and to share it with someone, telling about the scene you’ve depicted.
- Draw and label a map based on the description of Brian Boru’s palace and its surroundings. Add color to your map and be sure to share it with someone, telling about the places seen by Ferdiad and Conn. Add labels to your map as needed.

## \_ Recitations

Students should continue to study their recitation piece. [Y2 -“The Robin”; Y3 -“Stars” and Y4 – “Books”]

## \_ Literature

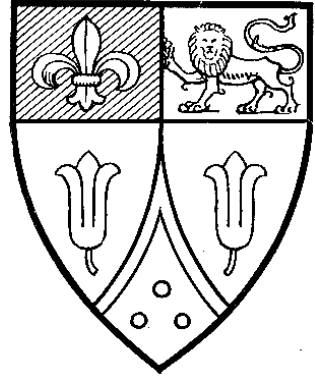
Continue to read from selected literature books, using the teaching notes in *Program 1: Companion Pages for Lower School B* for guidance.

— World History –Optional

- \* Read Chapter 51: Knights and Days of Chivalry (pp. 310-315) from *A Child's History of the World*.

Before the Reading

- Connection: Tell about the lords of the castles.
- Words to Know: chivalry and lists
- A Proper Nouns chart is not needed for this chapter.



Narration Break

Pause the reading just after the 2nd paragraph on page 312.

After the Reading

Narration Suggestions –Choose One

- Describe how the son of a lord learns to become a knight.
- Tell about the duties, manners and activities of a typical knight.
- Draw or paint a picture of any scene from this chapter. Be sure to give it a title and to share your finished work with someone, telling about your illustrated scene.

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?
- What manners do we still have today that seem to have carried over from the days of knights, ladies and chivalry?

Optional –Activities

1. Knight Coloring Pages
2. Coat of Arms –print and create your own. [RWH: CHOW, C51](#)

## — Y4 –British History

- \* Read Chapter 8: “How Cuculain got His Name” (pp. 55-59) from *Our Little Celtic Cousin of Long Ago*.

### Before the Reading

- Connection: Tell about the new home in Kinkora.
- Be sure to look up the places listed under the category: Map Work (below) and pronounce any words as needed. A pronunciation guide can be found at the front of the book.

### Proper Nouns for an Oral Narration

| People                             | Places      | Other              |
|------------------------------------|-------------|--------------------|
| Ferdiad                            | Ulster      | Red Branch Knights |
| Conn                               | River Boyne | Druids             |
| Cuculain (Hound of Culain)         | Gaul        |                    |
| Angus                              |             |                    |
| Concobar Mac Nessa, King of Ulster |             |                    |
| Lugh of the Strong Arm             |             |                    |
| Dectera                            |             |                    |
| Saint Patrick                      |             |                    |
| Setanta                            |             |                    |

### After the Reading

#### Narration Suggestions –Choose One

- Tell the story of Cuculain.
- Think of two new titles for this chapter. Choose your favorite and tell why it is a good fit for this chapter.
- Tell the story of Cuculain using a chalkboard or whiteboard. Draw simple pictures to go along with your story as you tell it.



\* Read Chapter 9: “On the March” (pp. 60-66) from *Our Little Celtic Cousin of Long Ago*.

### Before the Reading

- Connection: Tell how Cuculain got his name.
- Words to Know: vellum, rime, oghams, banshee and ebbing
- Be sure to look up the places listed under the category: Map Work (below) and pronounce any words as needed. A pronunciation guide can be found at the front of the book.

### Proper Nouns for an Oral Narration

| People     | Places       | Other               |
|------------|--------------|---------------------|
| Ferdiad    | Kinkora      | Danes               |
| Conn       | Killaloe     | Aibell              |
| Eileen     | Liffey River | Craglea             |
| Angus      | Meath        | Ford of the Hurdles |
| Brian Boru | Clontarf     | Hill of Howth       |
| O'Brien    |              | Lawn of the Bulls   |

### After the Reading

#### Narration Suggestions –Choose One

- Tell about the education of Ferdiad, Conn and Eileen.
- Describe Celtic life while “on the march” to battle the Danes.
- Pretend you are Conn, Ferdiad or Eileen. Dictate to you teacher a diary entry you might have written on the day the men and boys departed to fight the Danes.
- Should Ferdiad, Conn and the other boys have been included with the men who went off to fight the Danes?

### \_ Art Technique, Drawing and Painting

Continue with art technique, drawing and painting, using teaching notes for guidance.

## \_ 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

| Before the Reading                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Words to Know                                                                                                                                                                                                                                                                                                                           | Map Work                                                                                                                                                                                                                                                                                                                     |
| portaging                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"><li><input type="checkbox"/> Locate Only: Straits of Mackinac [See map in C17 in book.]</li><li><input type="checkbox"/> Locate Only: Lake St. Clair and Detroit [See Map in C21 in book.]</li><li><input type="checkbox"/> Locate &amp; Label: Bay City, MI-port in Saginaw Bay</li></ul> |
| After the Reading                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                              |
| Proper Nouns for an Oral Narration –Choose One                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                              |
| Bill<br>Lake Huron and Gary, Indiana                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                              |
| Narration Suggestions                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                              |
| <ul style="list-style-type: none"><li>~ Draw Lake Huron and then add details to create the image of a trapper with a pack of furs.</li><li>~ Tell about the canoe. What advantages are there in having one?</li><li>~ Write (or dictate) a letter as if the young girl who found Paddle, telling the story of it to a friend.</li></ul> |                                                                                                                                                                                                                                                                                                                              |

Y4 –Students will read *The Silk Route: 7000 Miles of History*.

- \* Y4 –Read *The Silk Route: 7000 Miles of History* by John S. Major.

### Before the Reading

- Connection: What do you know of the Silk Route [Road]? Use the title and cover illustration to help you predict what this book might be about.
- Words to Know: salaries, yurts, nomads and enterprising
- Distinguish between Bactrian camels and dromedaries.
- Note: Be sure to refer to the map at the beginning of the book as frequently as needed.
- Note: Even students who will go on to read *He Went with Marco Polo* [a substitute for *Chengli and the Silk Road Caravan*] would benefit from reading this book, since a number of locations described are the same.

### After the Reading

#### Narration Suggestions –Choose One

- Retrace the journey on the map at the front of the book. Choose two marked locations and tell more of each of them.
- Why were people willing to endure the known hardships of traveling this route?
- Draw or paint a picture of any scene from this chapter. Give your picture a title and share it with someone, telling about the scene depicted.
- Write a list of four new things you’ve learned from this book that you found particularly interesting.
- Why were trade routes, such as the Silk Route [Road], so important?
- Write a list of some of the many items traded on the Silk Route [Road]. Give your list a title and then share it with someone, telling about it.

### — Legends and Tales

- \* Read “Frithiof”, Part I (Frithiof and Ingeborg) from *Famous Legends*.

### Before the Reading

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

## After the Reading

### Narration Suggestions –Choose One

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

### — Y4 Poetry

- \* Read "The Famine" from *The Song of Hiawatha*.

## Before the Reading

- Connection: Who were the ghosts from the last reading?

| Words to Pronounce | Words to Know |
|--------------------|---------------|
| Bukadawin          | vacant        |
| Ahkosewin          | parley        |
| Minjekahwun        |               |
| Pauguk             |               |
| Wahonowin          |               |

## After the Reading

### Narration Suggestions –Choose One

- Give an account of the dark winter, the famine and the death of Minnehaha.
- What, if anything, would you have done differently from Hiawatha?
- 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 lines from this reading section and copy them neatly at the bottom of a blank sheet of paper. Illustrate these lines above the copied selection and then share your picture with someone, telling why these lines were particularly appealing to you.
- Compare the life of Hiawatha and his people to the people today. How are they similar? How are they different?

Program 1 -LSB/ Week Twenty-One

~Day Five~

\_ All –American History

- \* Y2, 3 & 4 –Read “Are There Indians [Native Americans] in New England Today?” from *Indians of the Northeast Woodlands* by Beatrice Siegel.

Before the Reading

- Connection: What happened to the Native Americans of the Northeast Woodlands?
- Locate: New England
- Words to Know: descendants, oppression, assimilated and reservations
- Words to Pronounce: Micmac, Mohawk, Sioux, Cherokee, Aleuts and Schaghticoke
- Note: The next three chapters reflect a slight change in tone. While these chapters are very interesting and important, younger students may find them harder to follow. Feel free to read these next chapters with an eye towards rephrasing and explanation. You might also need to read a section, discuss, read a section, discuss, etc.

After the Reading

Narration Suggestions –Choose One

- Tell how Native American tribes have worked to restore their lands, languages and customs.
- Describe a reservation. How might it feel to live in such a place?
- In what ways can all people help Native Americans rebuild their communities?

\_ 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. Year Four students have a specific time slot designated to them for this reading on Day Five [just after American History].

Have students read from *Morning Girl* by Michael Dorris. There are 9 chapters and an epilogue. More book selections may be chosen from Years 2-4 –Independent Reading List from the “Program” section of this lesson guide.

\_ Music

Continue with previously selected songs –or select new ones as needed, using the teaching notes and the song list included in this guide for guidance.

## \_ 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

Continue to study your seasonal plant choice and note observations. Refer to articles and teaching notes for guidance.

## \_ Y2 &3 –Myths

- \* Complete Reading 21 (pp. 104-107) from *Book of Norse Myths*.

### Before the Reading

- Connection: What was most amusing [or, interesting] from the last reading section?
- Words to Know: fording, meek, grudge, carousing and gorged
- Words to Pronounce: Geirrod, Grid and Vidar

### After the Reading

#### Narration Suggestions –Choose One

- Narrate about the story of Loki, Thor and Geirrod.
- At the end we read that Thor “bore Loki no grudge” (D’Aulaire 107). What is meant by this? What does Loki do in this story?
- Create three new titles for this reading section. Choose your favorite and explain why you chose it.
- Write a list of 3 interesting words you’ve learned from this story. Use these words in a narration of your choice. Be sure your narration relates to this story in, at least, some way.
- Narrate the story, but be sure to include the following list of words in your narration: a.) jotun, b.) gorged, c.) Geirrod, d.) iron mitt, e.) magic staff and f.)magic belt
- Divide a sheet of paper in half. On one side draw pictures of the weapons which belong to Thor but that he did not have with him. On the other side draw the weapons given to Thor by Grid. Color and label all the pictures and give each side a heading. Give your chart a title as well. How are the weapons from each side alike? How are they different? Are Thor’s weapons important?

## \_ Y4 –Myths

\* Complete Reading 21 (Baldu: The Peacestead) from *The Heroes of Asgard* –pp. 153-157

### Before the Reading

- Connection: Tell of Baldu's dream.
- Word to Know: clave

### Words to Pronounce

|         |            |           |
|---------|------------|-----------|
| Hermod  | Peacestead | Gladshelm |
| Mioldnr | Hodur      |           |

### After the Reading

#### Narration Suggestions –Choose One

- Give an account of "The Peacestead".
- What would motivate Loki to give Hodur mistletoe to throw at Baldu?
- Whom has Loki betrayed? Write a list of these characters. Choose two names and tell about each incident of betrayal.
- What would you have done differently if you had been Frigga? Hodur?



