

"Small Steps to Big Ideas"

Level Three



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List of Books & Materials Needed to Complete

Small Steps to Big Ideas - Level Three

- Small Steps to Big Ideas - Level 3 Parent Manual
- Small Steps to Big Ideas - Level 3 Student Pages
- Growing With Grammar Level 6 Set
- Writing & Rhetoric Narrative 2 (student)
- Writing & Rhetoric Narrative 2 (teacher)
- Exploring Canada's Geography (one province or territory)
- Reading & Reasoning Beginner - Student
- Reading & Reasoning Beginner - Teacher
- The Big Book of Questions & Answers About Jesus
- Underground to Canada
- Tales from Shakespeare
- I, Juan de Pareja
- King of the Wind
- A Wrinkle in Time
- Number the Stars
- Where the Red Fern Grows
- Robert E. Lee (Sower Series)
- Robert Boyle (Sower Series)
- From the Mixed Up Files of Basil E. Frankweiler
- The A-Z of Classical Music

NOTE: Students will also need to have an age-appropriate dictionary, thesaurus, and atlas.

Introduction

Small Steps to Big Ideas has been years in the making. It's not that it took that long to write it...only months actually...but the final product is the result of over thirty years in education and literally thousands of interactions with home schoolers who have told us what they need...what they have been looking for. So many folks have said to us, "We really like the Classical model of education but it just seems too inaccessible at times." Since we wanted to produce a curriculum that did indeed follow Classical Christian methodology but was also useful to parents, we joked that we should call this material "Practically Classical". Not good marketing maybe, but the play on words accurately describes what Small Steps to Big Ideas is..."Classical" in its methodology and "Practical" in its structure and application.

Small Steps to Big Ideas is written for children who typically would be in Grades 4 to 6 (9 to 11 years of age)...although students a bit younger or older may benefit from this program depending on their skill set and needs. Skills taught and reinforced in Level 3 of Small Steps to Big Ideas include the following: *reading, comprehension, copy work, dictation, summarisation, finding the main idea, outlining, oral narration, arranging events in chronological order, written narration, writing a research report, logic and critical thinking skills, timeline and mapping skills, English grammar, memorization and recitation, and a host of necessary skills taught in our ground-breaking "Essential Skills Opener" to begin each day...dictionary, thesaurus and atlas skills, important research skills, spelling rules, literary terms, art and music appreciation and much more.*

Intriguing isn't it? There's more...we have taken these skills and concepts and organized them into a 120 day schedule based on a four day school week. This schedule covers topics typical to English Literature, Grammar, and Composition, History and Geography, Logic, and Bible. You just add Math, Science, and other subject areas you wish to cover. That's not all...suggested answers are provided for the parent in this manual to quickly and efficiently check your child's understanding. There is nothing quite like this program available on the home education market...and the best news for you, the busy parent...is that it is "Practically Classical". Read on to find out how to best work through this course...

How to Work Through This Course

Small Steps to Big Ideas Level 3 is designed to give you, the parent, the necessary tools and daily schedule to help your child develop the academic skills characteristic of the late "grammar stage". Take a moment to flip through this book to get a feel for where things are found.

One of the first things you may notice is the daily **Planning Pages**. These will help you organize what your child must do each day in the following areas: The Essential Skills Opening Exercise, English Composition, English Literature, English Grammar, History, Logic or Memory Work and Recitation, The Life and Work of Christ, and a closing History related Activity. Suggested answers are also included each day for any subject where answers are not provided in an accompanying answer book. You will also need to schedule the rest of your home education program which may include Math, Science, and other areas that you deem necessary for your child's education.

Another thing you will notice is that Small Steps to Big Ideas is designed with a four day school week in mind. This allows a fifth day to either catch up on assignments still unfinished and/or to participate in other activities like art/music lessons, co-ops, recreation, work, etc. This means that a student *could* complete the entire course in 120 days. That's 30 weeks for a 4 day schedule or only 24 weeks if you decide to work straight ahead following a 5 day week. Basically, flexibility is built in to accommodate different interests, lifestyles, and schedules.

Staying on the topic of flexibility it should be mentioned that Small Steps to Big Ideas covers a lot of ground in one year. Obviously some children will find the material just right for their interests and skill level. Others, however, may struggle with some of the material. Hopefully, you have considered this before making your decision about whether this program is right for you and your child. But what happens when you get into the middle of something and realize that there may need to be some changes made if you're to make it to the end of the year? What follows are some thoughts on what to do when things don't go the way you expect...

1. The Essential Skills Openers - This part of the day is designed to introduce or review topics and skills that we have found need their own time slot to make sure they get covered. We don't feel they are optional but obviously if time is becoming an issue, this might be an area where you skip the activity or at least work closely with your child to see that he/she is at least familiar with the material.
2. Composition - We purposely chose a composition course that would insure that your child would develop skills in writing good sentences, organizing thoughts to improve both oral and written expression, and allow the student to interact with well-written texts that can be modeled in their own writing. This part of the program is NOT OPTIONAL but may require a lot of work on the parent's part to help reluctant writers make progress. In short this needs to be done each day as scheduled and the parent should make any necessary changes to insure that the child completes the assigned work.
3. Literature - We have assigned ten books or novels for the student to read over the course of the school year. If the child is unable to read some of these books, it is recommended that the parent read the book aloud to the student or have them listen to it being read from another audio source. After finishing each book, the student is required to complete a book form that will both test understanding of some aspect of literature and review some of the skills being learned in the daily Essential Skills Openers. Ideally the student will complete this independently but in some cases you may need to help them. If for some reason you choose not to have your child read one or more of the suggested books, we recommend you choose another book from the supplementary reading list found in this manual, or a book of your choice.
4. Grammar - We have chosen Growing with Grammar to be done in this program as it provides solid instruction in basic English grammar and can be done quite independently by most students once they become accustomed to the approach. If your child needs help, you will need to pitch in. If you choose to do another grammar program, that is fine. Simply schedule your own grammar component each day. This is a part of the program that we recommend you NOT skip.
5. History - Our history program is designed for the weekly readings to be read by the child and for all activities to be done independently. However, level of maturity and mastery of various skills may mean that parents have

to climb on board and help the child along. The bottom line is to do what you must to see that the exercises get done. Suggested answers for ALL History activities are provided in this manual.

6. Logic or Memorization and Recitation - Students will work through *Reading and Reasoning* in this level of Small Steps to Big Ideas. This book is particularly helpful in that it not only helps the student to develop critical thinking skills and apply them in a practical manner, but it also introduces the student to some of the composition skills they will meet in our What's the Big Idea? program that follow this one. Every few weeks we give them a break from *Reading and Reasoning* and take time to work on memory and recitation skills. We have provided a wide range of poems, scripture passages, and short excerpts from famous speeches in history. Which of these you assign to your child is up to you, but we think it is extremely important that your child do regular memory work and have the opportunity to hear his/her own voice by reciting what they have learned in front of others....this might just be you alone or could take place in a more public setting. If your child is already involved in a memory/recitation activity of some kind, this may be one area of the program that you could call optional. The choice belongs to the parent.
7. The Life and Work of Christ - As mentioned previously this level of Small Steps to Big Ideas focuses on the so-called "great figures" of history. However, without a doubt the greatest figure of history is the God-Man, Jesus Christ. Understanding His life and work is essential to not only grasping the scope of human history, but it is absolutely foundational to gaining an answer to the question put forth to Paul and Silas by their jailer in Acts 16..."Sirs, what must I do to be saved?" All other knowledge is subordinate to knowing Christ. Therefore, this year your child will work through daily exercises that will lead him to know and understand Jesus better.
8. History Related Closing Activity - Each day your child will complete an activity that relates to the historical figure being studied that week. These activities will vary but will almost always include a map and timeline exercises along with other skill building activities.

We hope this overview has helped you decide how to best work through Small Steps to Big Ideas Level 3.

Student Work Sheets

To successfully complete this program your child will need a copy of the Student Worksheets which can be purchased from Tree of Life. These come packaged together and we suggest you purchase an appropriately sized three ringed binder and some tabs in order to store these sheets. You may choose to organize them by subject or group them together according to the day each is used for easy access. If you decide on the latter, you will still need to group the timeline and mapping sheets together as they are organized by the week.

Evaluation of Student Work

Most people using this level of Small Steps to Big Ideas will probably be evaluating their child's work on their own. However, those of you who have chosen to send in samples of your child's compositions will notice that we have indicated in the daily planning pages which ones ought to be submitted. These are also listed on a separate page at the back of this manual.

All assignments are to be submitted in a word processing document (preferably Microsoft Word) and emailed to evaluation@treeoflifeathome.com.

PLEASE NOTE THIS: Mailed assignments will **NOT** be accepted.

BOTH the attached file **AND** the subject line of the email must be labeled identically using the following format:

Name_Course_Assignment Title

Example: (John Smith_Big Ideas I_Example Paragraph)

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School Day # 1 **Date:** _____

Total Time Today: _____

Opener: Today's focus is on *The Alexander Mosaic*. Remove the student worksheet and have your child complete the exercise. Provide help if necessary. Check the work using the answers provided directly following today's planning page.

Composition: NOTE: We have used version 1.0 of Writing & Rhetoric Narrative 2 to write the guidelines for this study. It is not unusual for publishing companies to tweak editions from time to time which may throw things off...like page numbers. However, you should still be able to follow the instructions based on the sub-headings used for each day's lesson. In addition you should have read the introductory material on page xv (*Best Foot Forward and Objectives for Narrative II*) of the Teacher's Edition of Writing & Rhetoric Narrative II and familiarized yourself with the text before this lesson. Now...on with the lesson. With your child present and attentive read Lesson 1 - *What Makes a Story a Story?* (pgs.1-4) Use the suggested answers in the teacher's guide to help you lead your child through the material.

English Literature: Today your child will begin to read King of the Wind. We suggest you assign silent reading time outside your usual school day rather than doing it now. However, if you feel your child would benefit from some oral reading time because he/she still needs to be checked for correct pronunciation and elocution, this is the perfect time to do it. Have your child read aloud to you for 5 to 15 minutes helping them over any problem areas that you notice. Also, if your child will have trouble reading this novel, you will need to schedule time to read aloud to him/her.

English Grammar: Make sure your child understands material in Lesson 1.1, *Sentences*. Then assign the appropriate exercises from the Student Workbook. Use the answer key provided to check the work and make corrections.

History: This year you will be looking at 25 "famous" people. Some of them you will no doubt have heard about before. Perhaps you have even studied some of them in greater depth than we will do. Others may be entirely new to you. Either way we are taking this approach to help you better hone some important academic skills for later years. You will be asked to read with understanding, take notes, set events in chronological order, pick out main ideas and place them in an outline,

stretch your vocabulary, and many other things. Everything we are asking you to do has a purpose, so give it your best shot. The skills you will work on over the next weeks will also be put to the test later in the year when you will be asked to do a final history project about something or someone historically important in your own area. We are excited for you to learn. We hope you are excited as well. TODAY remove and have your child read carefully the overview of the life of Alexander the Great found in the history section of the student pages. Have your child remove the Day 1 work sheet from the student pages and complete the exercise. This may be difficult at first, so feel free to help out. There will be enough repetition through the year so that these skills will become old hat by the end. Check the work using the answers provided directly following today's planning page.

Logic or Memorization/Recitation: In Reading and Reasoning, read the *Introduction to Unit 1 - Word Meaning* found on page 2. That's it for today! ☺

Bible: In history this year you will focus on some famous and even some not so famous people who are a part of the history of our world. Of course there is no person that has more shaped the history of our world than Jesus Christ. After all He is God's Son who came into the world to do what no one who has ever lived could do for him or herself...save His people from the terrible judgment for sin. Even those who do not believe that Jesus is all that the Bible clearly says He is, have to agree that His life has certainly impacted the history of the world as we know it. So...it only seems fitting that we also study the life of Jesus Christ in detail this year. Take some time to flip through The Big Book of Questions and Answers about Jesus, the text you will be using as a basis for your study. Notice the questions the author has used as an outline for helping you understand more about Jesus. Of course you may already know the answers for many of these questions about Jesus, but do your best to fully understand them all by the end of the year. Your understanding of Jesus Christ will be the most important learning you will ever do and will profoundly affect the rest of your life.

Closing: From the student pages remove the Week 1 map titled "Alexander the Great". Look at the map in the lower left hand corner and note the circled area. This is the area in the world to which the larger map refers. Alexander conquered all of Greece, Persia, the Holy Land, Egypt, and into India. Colour the outlined area on the map in red and consider how much Alexander accomplished in a few years.

Suggested Answers

Focus On... The Alexander Mosaic

Day 1 - Horizontal lines: **frame, ground**

Vertical lines: **inner sides of frame, tree**

Are the spears in this picture running parallel to each other? **Yes**

Let's Talk About History...

Day 1 - Person who is the main focus of the reading: Alexander the Great

Main point made by author: Alexander the Great was a bright and wise young man whose ambition led him to conquer much of the known world at that time.

Important Names, Dates, and Places: Alexander, Philip, Aristotle, Bucephalus, Darius, Roxana, 356 BC, 323 BC, (many other dates not included), Macedonia, Greece, Persia, Hellespont, Phrygia, Asia Minor, Damascus, Tyre, Holy Land, Egypt, Alexandria, Arbela, Babylon, Bactria, Khaiber Pass, India. (Not all of these need be named.)

A word or concept that seems to be important: Answers may vary. Certainly the idea of ambition and military conquest are important here. It might also be pointed out the Alexander treated most of his defeated enemies with respect.

One thing I did not know: Answer may vary. Try to encourage your child to come up with something.

An idea that has a consequence or a question to think about: Answers may vary. The fact that Alexander was ambitious and longed to extend Greek influence beyond its own borders greatly influenced the cultures he conquered and the sway Greek culture held on much of the world up to New Testament times and beyond. Questions about Alexander could be myriad. Perhaps your child will want to know more about his military tactics, what influenced him, what Alexandria was like, what the geography of one of the places he conquered was like. This is the great thing about studying history...it can spark curiosity. It is not within the scope of our goals this year to explore these questions deeply, but you are free to do so if you wish.

School Day # 2 **Date:** _____

Total Time Today: _____

Opener: Today's focus is on *Stanza*. Remove the student worksheet and have your child complete the exercise. Provide help if necessary. Check the work using the answers provided directly following today's planning page.

Composition: With your child present and attentive go over the material in *Tell It Back and Talk About It* (pg. 4) work through the exercises with your child. Take time to encourage your child and tell him he did a good job today!

English Literature: Continue reading King of the Wind. Follow the same approach that you took yesterday. You will need to have the book read before Day 12 of the schedule so encourage a pace that will finish the book on or before that day.

English Grammar: Make sure your child understands material in Lesson 1.2, *Types of Sentences*. Then assign the appropriate exercises from the Student Workbook. Use the answer key provided to check the work and make corrections.

History: Have your child remove the Day 2 work sheet from the student pages and complete the exercise. This exercise will help your child understand the importance of keeping events on the proper order when studying history. Check the work using the answers provided directly following today's planning page.

Logic or Memorization/Recitation: In Reading and Reasoning, study the material and do the corresponding exercises from *Unit 1 - Parts and Wholes* found on pages 3 and 4. Once completed, check your answers using the answer key.

Bible: Read page 8 in The Big Book of Questions and Answers about Jesus that deals with the question, *What does the name of Jesus mean?* Next, remove the Day 2 student page for Bible and complete the work required. Close by reading the prayer (aloud or silently) found on Page 9 under the heading *Prayer Time*.

Closing: From the student pages remove the Week 1 map titled "Alexander the Great". Today copy the dates of Alexander's birth and death in the space below the title.

Suggested Answers

Focus on... Stanza

Day 2 - How many stanzas does this poem have? **five**

Let's Talk About History...

Day 2 - Put the following events in the order they happened by correctly numbering them.

<u>5</u>	Alexander leads his army of 35,000 men across the Hellespont.
<u>8</u>	Alexander collects a great treasure from the capital of Persia.
<u>2</u>	Alexander tames his beloved horse, Bucephalus.
<u>7</u>	Alexander founds the city of Alexandria in Egypt.
<u>10</u>	Alexander dies at the age of 32.
<u>4</u>	Alexander defeats all claimants to his leadership in Greece.
<u>6</u>	Alexander cuts the Gordian Knot.
<u>3</u>	Alexander worries that his father will leave nothing for him to do.
<u>9</u>	Alexander defeats the great Persian king, Darius.
<u>1</u>	Alexander is taught great wisdom and knowledge by Aristotle.

Questions and Answers About Jesus...

Day 2 - Question - What does the name **Jesus** mean?

Answer - The name Jesus means: '**The Lord saves**'.

School Day # 3 **Date:** _____

Total Time Today: _____

Opener: Today's focus is on *The Orchestra*. Remove the student worksheet and have your child complete the exercise. Provide help if necessary. Check the work using the answers provided directly following today's planning page.

Composition: With your child present and attentive go over the material in the *Go Deeper* section in your text (pgs. 5-11). It looks like a lot but it won't be too bad. Trust us! ☺ Your child will need to write the answers in his/her copy of the student text or in a notebook if you choose not to consume the student text.

English Literature: Continue reading King of the Wind. Follow the same approach that you took yesterday. You will need to have the book read before Day 12 of the schedule so encourage a pace that will finish the book on or before that day.

English Grammar: Make sure your child understands material in Lesson 1.3, *Simple and Complete Subjects*. Then assign the appropriate exercises from the Student Workbook. Use the answer key provided to check the work and make corrections.

History: Have your child remove the Day 3 work sheet from the student pages and complete the exercise. This exercise on writing outlines will help your child understand the importance of organizing information from history into main ideas. Check the work using the answers provided directly following today's planning page.

Logic or Memorization/Recitation: In Reading and Reasoning, study the material and do the corresponding exercises from *Unit 1 - Classification* found on pages 5 and 6. Once completed, check your answers using the answer key.

Bible: Read page 10 in The Big Book of Questions and Answers about Jesus that deals with the question, *Where and when did Jesus live?* Next, remove the Day 3 student page for Bible and complete the work required.

Closing: From the student pages remove the Week 1 map titled "Alexander the Great". The vocabulary words on the left come from your reading this week. Cross the out the words that you knew and/or the meaning and usage is familiar. Choose one unfamiliar word or one that you find interesting and write it, along with its meaning, in the My Definition section of the Week 1 sheet.

Suggested Answers

Focus on...The Orchestra

Day 3 - Circle the words which could describe this piece. Possible answers include;
calm, sad, gloomy

Is it quite different than the first track you listened to? **yes**

Let's Talk About History...

Day 3 -

Alexander the Great

- I EARLY LIFE
- II SECURING THE CROWN
- III CAMPAIGN AGAINST PERSIA
- IV CAMPAIGN IN THE HOLY LAND AND EGYPT
- V CAMPAIGN AGAINST INDIA
- VI WITHDRAWAL AND DEATH OF ALEXANDER

Questions and Answers About Jesus...

Day 3 - Question - Where and when did Jesus live?

Answer - Jesus was born about **two** thousand years ago in **Bethlehem** and then went to live in **Nazareth**, where he grew up.

School Day # 4 **Date:** _____

Total Time Today: _____

Opener: Today's focus is on *Prefixes*. Remove the student worksheet and have your child complete the exercise. Provide help if necessary. Check the work using the answers provided directly following today's planning page.

Composition: With your child present and attentive go over the material in the *Writing Time - Copywork and Dictation* sections of your text (pgs. 11-12).

English Literature: Continue reading King of the Wind. Follow the same approach that you took yesterday. You will need to have the book read before Day 12 of the schedule so encourage a pace that will finish the book on or before that day.

English Grammar: Make sure your child understands material in Lesson 1.4, *Simple and Complete Predicates*. Then assign the appropriate exercises from the Student Workbook. Use the answer key provided to check the work and make corrections.

History: Have your child remove the Day 4 work sheet from the student pages and complete the exercise. This is a higher level thinking skill and will help your child understand that ideas and actions have consequences in life. NOTE: If they had trouble with a few of the sections of their note-taking earlier in the week, this exercise will help them begin to think about history in a different way as they read it. Some children find this type of application stimulating...others stare blankly at the page. Be patient! Maturity of thought can be a slow process. ☺ Check the work using the answers provided directly following today's planning page.

Logic or Memorization/Recitation: In Reading and Reasoning, study the material and do the corresponding exercises from *Unit 1 - Classification* found on page 7. Once completed, check your answers using the answer key.

Bible: Using your Bible, read Matthew 2:1-23. Next, remove the Day 4 student page for Bible and complete the work required. Close by reading the prayer (aloud or silently) found on Page 11 under the heading *Prayer Time*.

Closing: From the student pages remove the Week 1 map titled "Alexander the Great". Your child will already know what a "Suffix" is. Have him cross out the suffixes in each of the words so that only root word remains. Check the work using the answers provided directly following today's planning page.

Suggested Answers

Focus on...Prefixes

Day 4 - <u>sub</u> marine	under the surface of the sea
<u>dis</u> appear	to cease to be seen
<u>re</u> act	to act or perform again
<u>im</u> partial	not partial
<u>in</u> visible	not visible

Let's Talk About History...

Day 4 -

"Alexander the Great helped to spread Greek culture and learning throughout the areas he conquered." The other statements all have some level of truth and significance but this one is most significant because the influence of the Greeks over this whole area continued even with the coming of the Roman Empire. The Romans copied much of what Greece gave the world and we see mention of Greek culture even in the New Testament. Alexander may not have known it but God used him to lay part of the foundation for what He was doing in the world.

Questions and Answers About Jesus...

Day 4 - Make sure your student has correctly located and circled Bethlehem and Nazareth on the map.

School Day # 5 **Date:** _____

Total Time Today: _____

Opener: Today's focus is on *Map Book*. Remove the student worksheet and have your child complete the exercise. Provide help if necessary. Check the work using the answers provided directly following today's planning page.

Composition: With your child present and attentive go over the material in the *Writing Time - Summary* section of your text (pg. 12). You will spend two days on this, so today take time to talk about your child's favourite stories and jot down a few ideas of things that will be included in the summary. Tomorrow you will polish it up and write the final copy.

English Literature: Continue reading King of the Wind. Follow the same approach that you took yesterday. You will need to have the book read before Day 12 of the schedule so encourage a pace that will finish the book on or before that day.

English Grammar: Make sure your child understands material in Lesson 1.5, *Diagramming Subjects and Predicates*. Then assign the appropriate exercises from the Student Workbook. Use the answer key provided to check the work and make corrections.

History: Remove and have your child read carefully the overview of the life of Julius Caesar found in the history section of the student pages. Have your child remove the Day 5 work sheet from the student pages and complete the exercise. Check the work using the answers provided directly following today's planning page.

Logic or Memorization/Recitation: In Reading and Reasoning, study the material and do the corresponding exercises from *Unit 1 - Same or Different Meanings* found on pages 8 and 9. Once completed, check your answers using the answer key.

Bible: Read page 12 in The Big Book of Questions and Answers about Jesus that deals with the question, *What was special about Jesus?* Next, remove the Day 5 student page for Bible and complete the work required.

Closing: From the student pages remove the Week 2 map titled "Julius Caesar". Look at the map in the lower left hand corner and note the circled area. This is the area in the world to which the larger map refers. Caesar conquered all of the area around the Mediterranean Sea and into Asia Minor, as well as part of Britain.

Colour the outlined area on the map in green.

Suggested Answers

Focus on... Map Book

Day 5 - Answers in map book.

Let's Talk About History...

Day 5 - Person who is the main focus of the reading: Julius Caesar

Main point made by author: Julius Caesar was a remarkable Roman who was a born leader of men, did great things for his country, and died a treacherous death.

Important Names, Dates, and Places: Julius Caesar, Pompey, Ptolemy, Junius Brutus, 100 BC (birth), 44 BC (death), March 15 (The Ides of March), Rome, Spain, Gaul, Rhine River, Rubicon, Asia Minor, Africa.

A word or concept that seems to be important: Answers may vary but the concept of honour and courage seem important in the life of Julius Caesar. They were also characteristics important to Rome in her early years.

One thing I did not know: Answers will vary.

An idea that has a consequence or a question to think about: Answers will vary. Caesar's decision to cross the Rubicon is clearly shown to have a consequence as was the decision by certain people to assassinate him.

Questions and Answers About Jesus...

Day 5 - Question - What was special about **Jesus**?

Answer - Jesus was **God** as well as **man**.

School Day # 6 **Date:** _____

Total Time Today: _____

Opener: Today's focus is on *Sappho*. Remove the student worksheet and have your child complete the exercise. Provide help if necessary. Check the work using the answers provided directly following today's planning page.

Composition: With your child present and attentive take out the rough copy of the summary of a favourite story. If needed, help him craft this draft into solid sentences with good word choice and a proper mechanics. Complete the final copy.

English Literature: Continue reading King of the Wind. Follow the same approach that you took yesterday. You will need to have the book read before Day 12 of the schedule so encourage a pace that will finish the book on or before that day.

English Grammar: Make sure your child understands material in Lesson 1.6, *Subjects in Questions and Commands*. Then assign the appropriate exercises from the Student Workbook. Use the answer key provided to check the work and make corrections.

History: Have your child remove the Day 6 work sheet from the student pages and complete the exercise. Check the work using the answers provided directly following today's planning page.

Logic or Memorization/Recitation: In Reading and Reasoning, study the material and do the corresponding exercises from *Unit 1 - Opposites* found on pages 10 and 11. Once completed, check your answers using the answer key.

Bible: Using your Bible, read Luke 1:29-38. Next, remove the Day 6 student page for Bible and complete the work required. Close by reading the prayer (aloud or silently) found on Page 13 under the heading *Prayer Time*.

Closing: From the student pages remove the Week 2 map titled "Julius Caesar". Today copy the dates of Caesar's birth and death in the space below the title.

Suggested Answers

Focus on...Sappho

Day 6 - What is this fresco an example of? **portrait**

Let's Talk About History...

Day 6 - Answers will vary. However, the student should point out that Caesar made this statement demonstrating that he was a man of ambition. To him it didn't really matter where he was in charge but he was a born leader who had to be first. His rise to the top in Rome made this statement come true.

Questions and Answers About Jesus...

Day 6 - At one time or another do you think Jesus would have had all these faces?

YES

School Day # 7 **Date:** _____

Total Time Today: _____

Opener: Today's focus is on *Point of View*. Remove the student worksheet and have your child complete the exercise. Provide help if necessary. Check the work using the answers provided directly following today's planning page.

Composition: Make sure you take time to look over Lesson 2 in the teacher's manual and what will be accomplished over the next few days. With your child present and attentive go over *A Review of Narrative Types* and the *Gest of Robin Hood* (pgs 15-17).

English Literature: Continue reading King of the Wind. Follow the same approach that you took yesterday. You will need to have the book read before Day 12 of the schedule so encourage a pace that will finish the book on or before that day.

English Grammar: Make sure your child understands material in Lesson 1.7, *Compound Subjects*. Then assign the appropriate exercises from the Student Workbook. Use the answer key provided to check the work and make corrections.

History: Have your child remove the Day 7 work sheet from the student pages and complete the exercise. Check the work using the answers provided directly following today's planning page.

Logic or Memorization/Recitation: In Reading and Reasoning, study the material and do the corresponding exercises from *Unit 1 - Word Relationships* found on pages 12 and 13. Once completed, check your answers using the answer key.

Bible: Read page 14 in The Big Book of Questions and Answers about Jesus that deals with the question, *What was Jesus like when he was young?* Next, remove the Day 7 student page for Bible and complete the work required.

Closing: From the student pages remove the Week 2 map titled "Julius Caesar". Caesar's famous words "I came, I saw, I conquered." are often quoted in history. Under the heading "Journal", copy his words in Latin. "Veni, vidi, vici."

Suggested Answers

Focus on... Point of View

Day 7 - Which point of view is it? **third person point of view**

Let's Talk About History...

Day 7 - Julius Caesar

I INTRODUCTION

II CAMPAIGN IN GAUL

III GAINING FAME AND INFLUENCE IN ROME

IV OPPOSING POMPEY

V CONTRIBUTIONS TO ROME

VI A TREACHEROUS DEATH

Questions and Answers About Jesus...

Day 7 - Question - What was Jesus like when he was **young**?

Answer - Jesus went to **school**, worked with his **hands**, loved his **family** and loved **God** as his Heavenly Father.

School Day # 8 **Date:** _____

Total Time Today: _____

Opener: Today's focus is on *The Dictionary*. Remove the student worksheet and have your child complete the exercise. Provide help if necessary. Check the work using the answers provided directly following today's planning page.

Composition: With your child present and attentive go over the material in *Tell It Back* and *Talk About It sections* found on pgs. 17-18. Talking about stories is one of the best ways to help your child generate ideas for his own narratives so consider this exercise a pre-writing activity as much as a discussion time. NOTE: Suggested answers are provided in the teacher's manual.

English Literature: Continue reading King of the Wind. Follow the same approach that you took yesterday. You will need to have the book read before Day 12 of the schedule so encourage a pace that will finish the book on or before that day.

English Grammar: Make sure your child understands material in Lesson 1.8, *Compound Predicates*. Then assign the appropriate exercises from the Student Workbook. Use the answer key provided to check the work and make corrections.

History: Have your child remove the Day 8 work sheet from the student pages and complete the exercise. Check the work using the answers provided directly following today's planning page.

Logic or Memorization/Recitation: In Reading and Reasoning, study the material and do the corresponding exercises from *Unit 1 - Word Relationships and Word Play* found on pages 14 and 15. Once completed, check your answers using the answer key.

Bible: Using your Bible, read Luke 2:41-51. Next, remove the Day 8 student page for Bible and complete the work required. Close by reading the prayer (aloud or silently) found on Page 15 under the heading *Prayer Time*.

Closing: From the student pages remove the Week 2 map titled "Julius Caesar". In the box titled "Dictionary" write the guide words from your dictionary for the term "legion", a regiment in the Roman army consisting of over 3000 men.

Suggested Answers

Focus on...The Dictionary

Day 8 - The bolded word is **maw**. This is called the head word. The head word's part of speech is **noun**. There are **two** meanings. Is there an example sentence for how to use the word? **no**

Which of the following words could be found between the guide words **tattle** - **tax**?
tap

Let's Talk About History...

Day 8 - Answer will vary. The assignment asks students to select the most significant contribution during Caesar's lifetime, so they might select one of the statements dealing with his military career. Others might mention the way he did good things for the empire itself. Overall we would look back and say his new calendar had the longest lasting effect.

Questions and Answers About Jesus...

Day 8

Answers should include; **obey my parents, call my grandparents, pray for my parents, forgive my friend when he's mean, and listen to the sermon in church.**

School Day # 9 Date: _____

Total Time Today: _____

Opener: Today's focus is on *Rhyme*. Remove the student worksheet and have your child complete the exercise. Provide help if necessary. Check the work using the answers provided directly following today's planning page.

Composition: Complete the exercises in the *Go Deeper* section (pgs. 18-22). Answers can be written in the student text or in a separate notebook. NOTE: Suggested answers are found in the teacher's manual.

English Literature: Continue reading King of the Wind. Follow the same approach that you took yesterday. You will need to have the book read before Day 12 of the schedule so encourage a pace that will finish the book on or before that day.

English Grammar: Make sure your child understands material in Lesson 1.9, *Compound Subject and Predicate*. Then assign the appropriate exercises from the Student Workbook. Use the answer key provided to check the work and make corrections.

History: Remove and have your child read carefully the overview of the life of Constantine the Great found in the history section of the student pages. Have your child remove the Day 9 work sheet from the student pages and complete the exercise. Check the work using the answers provided directly following today's planning page.

Logic or Memorization/Recitation: In Reading and Reasoning, study the material and do the corresponding exercises from *Unit 1 - Making Categories* found on pages 16 and 17. Once completed, check your answers using the answer key.

Bible: Read page 16 in The Big Book of Questions and Answers about Jesus that deals with the question, *How did Jesus know what God wanted him to do?* Next, remove the Day 9 student page for Bible and complete the work required.

Closing: From the student pages remove the Week 3 map titled "Constantine the Great". Look at the map in the lower left hand corner. The circled area is the area in the world to which the larger map refers. Constantine reunited much of the old Roman Empire that had been broken up. Colour the area yellow.

Suggested Answers

Focus on... Rhyme

Day 9 - There is a Young Lady, whose nose **8**
 continually prospers and grows; **8**
 When it grew out of sight, **6**
 She exclaimed in a fright, **6**
 "Oh! Farewell to the end of my nose!" **9**

Circled rhyming pairs should be; **black/back maw/straw**. Some students may also circle **trunk/smelt**.

Let's Talk About History...

Day 9 - Person who is the main focus of the reading: Constantine the Great

Main point made by author: The main point made by the author is the Constantine reunited the Roman Empire and made Christianity its official religion.

Important Names, Dates, and Places: Constantine, Maxentius, Eusebeus, 272 AD (birth), 307 AD (division of the empire). 337 AD (his death), Gaul, Rome, The Alps, Turin, Verona, Tiber River, Byzantium, Constantinople.

A word or concept that seems to be important: Answers may vary. The idea of unity, visions, religion are all key to this passage.

An idea that has a consequence or a question to think about: Answers may vary. Making Christianity the official religion of the Roman Empire had the longest lasting effect on the Empire and the Church. One question children may have is whether or not Constantine really did see a vision from God or whether that is legend.

Questions and Answers About Jesus...

Day 9 - Question - How did Jesus know what **God** wanted him to do?

Answer - Jesus learned God's **will** for his life by **reading**, thinking about, and **obeying** God's **word**, the **Bible**.

School Day # 10 Date: _____

Total Time Today: _____

Opener: Today's focus is on *Map Book*. Remove the student worksheet and have your child complete the exercise. Provide help if necessary. Check the work using the answers provided directly following today's planning page.

Composition: With your child present and attentive work through the Copybook and Dictation exercises in the *Writing Time* section in your text (pg. 22).

English Literature: Continue reading King of the Wind. Follow the same approach that you took yesterday. You will need to have the book read before Day 12 of the schedule so encourage a pace that will finish the book on or before that day.

English Grammar: Make sure your child understands material in Lesson 1.10, *Compound Sentences*. Then assign the appropriate exercises from the Student Workbook. Use the answer key provided to check the work and make corrections.

History: Have your child remove the Day 10 work sheet from the student pages and complete the exercise. Check the work using the answers provided directly following today's planning page.

Logic or Memorization/Recitation: In Reading and Reasoning, study the material and do the corresponding exercises from *Unit 1 - Finding Categories* found on pages 18 and 19. Once completed, check your answers using the answer key.

Bible: Using your Bible, read Luke 4:11-21. Next, remove the Day 10 student page for Bible and complete the work required. Close by reading the prayer (aloud or silently) found on Page 17 under the heading *Prayer Time*.

Closing: From the student pages remove the Week 3 map titled "Constantine the Great". Today copy the dates of Constantine's birth and death in the space below the title.

Suggested Answers

Focus on... Map Book

Day 10 - Answers are in the map book.

Let's Talk About History...

Day 10 - Put the following events in the order they happened by correctly numbering them.

<u>2</u>	Constantine inherits Gaul from his father, Constantius.
<u>6</u>	Constantine tells Bishop Eusebius that he saw a vision.
<u>9</u>	Constantine establishes good laws throughout the empire.
<u>3</u>	Maxentius goads Constantine into attacking him.
<u>5</u>	Maxentius is drowned fleeing the battle at the Tiber River.
<u>7</u>	Constantine becomes a Christian.
<u>1</u>	Roman Empire is divided up by evil men.
<u>8</u>	Christianity becomes the official religion of the Roman Empire.
<u>10</u>	Constantine moves his capital to Constantinople.
<u>4</u>	Constantine defeats Maxentius in the first battle at Turin.

Questions and Answers About Jesus...

Day 10 - Some possible answers might be; **listening to the preaching at church, studying the Bible during family worship, praying for God to help you understand.**

List of Compositions to Submit for Evaluation

<u>Assignment #</u>	<u>Day to Complete</u>	<u>Type of Assignment</u>	<u>Sent</u>	<u>Received</u>
Assignment # 1	Day 16	Amplification		
Assignment # 2	Day 28	Rewrite of Fable		
Assignment # 3	Day 36	Outline		
Assignment # 4	Day 52	Description		
Assignment # 5	Day 72	Protagonist		
Assignment # 6	Day 86	Monologue		
Assignment # 7	Day 96	Amplification		
Assignment # 8	Day 102	Summary		
Assignment # 9	Day 116	Preparing a Story		
Assignment # 10	Day 120	History Report		

NOTE: The Sent and Receive columns are for those sending compositions to us for evaluation. You can simply enter the date when you send the assignment and another date when it is returned. It will help to keep track of work that is completed.