

"Small Steps to Big Ideas"

Level One



A publication of *Tree of Life School*

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List of Books & Materials Needed to Complete

Small Steps to Big Ideas - Level One

- Small Steps to Big Ideas - Level 1 Parent Manual
- Small Steps to Big Ideas - Level 1 Student Pages
- Growing With Grammar Level 4 Set
- Writing & Rhetoric Book 1 Fable (student)
- Writing & Rhetoric Book 1 Fable (teacher)
- A Child's History of the World
- Building Thinking Skills II (used for levels 1 & 2)
- Tirzah
- To the Point: EB White
- The Lion, the Witch, and the Wardrobe
- Caddie Woodlawn
- Augustine, the Farmer's Boy
- The Door in the Wall
- The Beggar's Bible
- Charlie and the Chocolate Factory
- Germ Hunter: Louis Pasteur
- The Phantom Tollbooth
- Peter and the Wolf CD

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 I 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, introductory logic 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, 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 I 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, Bible Copy Work, and a closing Timeline and Map 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 daily readings to be read aloud by the parent and to check your child's understanding through the use of the questions and answers provided in this manual. In some cases we have provided other activities like putting events in Chronological Order, Fill in the Blank, or Completing an Outline. These are meant to be done independently by your child but of course you may have to help depending on

his/her skill level. Suggested answers for ALL History activities are provided in this manual.

6. Logic or Memorization and Recitation - Students will work through Building Thinking Skills Level II over the first two years of Small Steps to Big Ideas. The exercises are assigned daily and all suggested answers are in the back of the student workbook. Once again, depending on your child's skills level, you may or may not have to help him/her with these exercises. Every few weeks we give them a break from BTS 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. Bible Copy Work - While we cover many significant biblical events in the History program, we wanted to give the child opportunity each day to practice their penmanship (manuscript or cursive...parent choice). Each day's Scripture passage is chosen to be connected in some way to what was read in history. We therefore suggest you do this **after** your history session. We have included the copy pages in the student pages but have left it up to you to choose the version of the Bible you wish to use for your child's copy work.
8. Timeline and Map Activity - We have designed simple timeline and map activities to reinforce what your child is learning in History each day. This should take just a very few minutes and will probably go best if you do this activity with your child. You will need a decent atlas or wall map to do some of the mapping activities so keep this handy.

We hope this overview has helped you decide what is essential and what might be considered optional in the event you need to make changes to your child's Small Steps to Big Ideas program.

Student Work Sheets

To successfully complete this program your child will need a copy of the student worksheets 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. The best way to do this is by e-mail. You can either scan and send your child's hand-written final copy, or you may choose to have him/her or yourself type it into a Word document and submit it that way. Either way make sure you label BOTH the file and the Subject line of the e-mail in the following manner to insure it gets to the correct evaluator.

Name of Student_Small Steps Level I_Assignment Title

Send the assignment to evaluation@treeoflifeathome.com

If you must mail the assignment (remember this will take much longer), send to:

Tree of Life School
443 Weston Road
Weston, NB
E7K 1B1

Table of Contents

Planning Pages & Suggested Answers	Page 9
Readings Not Included in <u>A Child's History of the World</u>	Page 270
Memory Work and Recitation Options	Page 381
Supplementary Reading List	Page 399
List of Compositions to Submit for Evaluation	Page 400

School Day # 1 Date: _____

Total Time Today: _____

Opener: Today's focus is on *Vowels and Consonants*. 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: You should have read the introductory material of the Teacher's Edition of Writing & Rhetoric Book 1 and familiarized yourself with the text before this lesson. With your child present and attentive read Lesson 1 - *Fabulous Fables* (pgs.1-2) Next, read *The Lion and the Mouse* (pgs.3-4). Using the information in *Tell It Back - Narration* encourage your child to narrate orally the fable using the suggested first sentence. NOTE: This may be easy or very difficult for your child depending on how much you have practiced this skill in the past. Be encouraging! We will be practicing this skill a lot this year in different subject areas and your child will probably become an old pro at it by the end of the year. Take a long view. ☺

English Literature: Today your child will begin to read Tirzah. 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, *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: With your child present and attentive read aloud Day 1 selection, *Creation and the Fall*, found in the history readings section of this manual. Then use the questions and suggested answers found directly following today's planning page to check your child's understanding of the material. It is VERY important that he/she answers in complete sentences although they do not need to be worded exactly as shown.

Logic or Memorization/Recitation: Assign exercises on pgs 2-3 of Building Thinking Skills Level 2. We suggest you remove these perforated pages and three hole punch them to be included in your child's three ringed binder. Upon completion use the suggested answers at the back of the text to check your child's work and make any necessary corrections.

Bible: Remove the Day 1 student worksheet, *Genesis 1:1*, and have your child neatly print or write the passage using your chosen version of the Bible.

Closing: Find the *Map and Timeline Sheet for Week 1* in the Student Pages package and have the student mark the date for Day 1 on the timeline as well as complete the map activity for Day 1 on the map provided. It would be best to store these pages together in your three ringed binder for easy access and review.

Suggested Answers

Focus On...Vowels and Consonants

Day 1 - The student should have squares around **a e i o u** and possibly **y**.
All other letters should be circled.

Let's Talk About History...

Day 1 - Answer the following questions orally in complete sentences.

1. Who made the heavens and the earth? (*God made the heavens and the earth.*)
2. Describe the earth before light was made. (*Before light was made the earth was a great smoking ball with land and water mingled in one mass.*)
3. What was created to shine in the night? (*The stars and the moon were created to shine at night.*)
4. Where did the first man live? (*The first man lived in the Garden of Eden.*)
5. What happened so that Adam and Eve had to leave their beautiful home? (*Adam and Eve had to leave their beautiful home because Satan tempted Eve and both Adam and Eve fell into sin.*)

School Day # 2 Date: _____

Total Time Today: _____

Opener: Today's focus is on *The Hero in Novels*. 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 *Talk About It* and *Go Deeper* sections in your text (pgs. 4-7) Your child will need to write some of the answers in his/her copy of the student text or in a notebook if you choose not to consume the student text. NOTE: The teacher's edition provides suggested answers for your convenience. As was the case in Day 1, these exercises may be easy or very difficult for your child. Continue to be as encouraging as possible!

English Literature: Continue reading Tirzah. 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, *Simple Subjects*. Then assign the appropriate exercises from the Student Workbook. Use the answer key provided to check the work and make corrections.

History: With your child present and attentive read aloud Day 2 selection, *Cain Murders Abel*, found in the history readings section of this manual. Then use the questions and suggested answers found directly following today's planning page to check your child's understanding of the material. It is VERY important that he/she answers in complete sentences although they do not need to be worded exactly as shown.

Logic or Memorization/Recitation: Assign exercises on pgs 4-5 of Building Thinking Skills Level 2. We suggest you remove these perforated pages and three hole punch them to be included in your child's three ringed binder. Upon completion use the suggested answers at the back of the text to check your child's work and make any necessary corrections.

Bible: Remove the Day 2 student worksheet, *Matthew 15:19*, and have your child neatly print or write the passage using your chosen version of the Bible.

Closing: Find the *Map and Timeline Sheet* for *Week 1* in the Student Pages package and have the student mark the date for Day 2 on the timeline as well as complete the map activity for Day 2 on the map provided. It would be best to store these pages together in your three ringed binder for easy access and review.

Suggested Answers

Focus on...What is a Hero?

Day 2 - Write three qualities you think a hero should possess. **(Possible answers might include: strength, wisdom, humility, kindness, patience.)**

Let's Talk About History...

Day 2 - Answer the following questions orally in complete sentences.

1. What was the name of the first baby born to Adam and Eve? *(The first baby born to Adam and Eve was named Cain.)*
2. What was the name of the second baby born to Adam and Eve? *(The second baby born to Adam and Eve was named Abel.)*
3. Now that people could not walk and talk with God directly because of sin, how did they worship Him? *(People now worshipped God by sacrificing a gift on a stone altar and praying to God to forgive their sins and to bless them and to do good to them.)*
4. Was God pleased with the sacrifice offered by Cain or by Abel? *(God was pleased with the sacrifice offered by Abel.)*
5. How did Cain show that he had sin in his heart and did not love God? *(Cain showed that he had sinned in his heart and did not love God by murdering his brother, Abel.)*

School Day # 3 Date: _____

Total Time Today: _____

Opener: Today's focus is on *Direction on a Map*. 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 & Dictation* sections in your text (pgs. 7-8) Dictation may be a bit intimidating for some children if they have never done this before. As directed in the text feel free to modify the exercises somewhat to insure success. We're not looking for a crying session here! ☺ NOTE: The teacher's edition provides suggested answers for your convenience.

English Literature: Continue reading Tirzah. 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 Predicates*. Then assign the appropriate exercises from the Student Workbook. Use the answer key provided to check the work and make corrections.

History: With your child present and attentive read aloud Day 3 selection, *The Great Flood*, found in the history readings section of this manual. Have your child remove the Day 3 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: Assign exercises on pgs 6-7 of Building Thinking Skills Level 2. Upon completion use the suggested answers at the back of the text to check your child's work and make any necessary corrections.

Bible: Remove the Day 3 student worksheet, *Genesis 6:22*, and have your child neatly print or write the passage using your chosen version of the Bible.

Closing: Find the *Map and Timeline Sheet for Week 1* in the Student Pages package and have the student mark the date for Day 3 on the timeline as well as complete the map activity for Day 3 on the map provided. It would be best to store these pages together in your three ringed binder for easy access and review.

Suggested Answers

Focus on...The Compass

Day 3 - The student is required to fill in the blanks, using their compass rose.

The snake is west of the ball.

The walrus is south of the cake and north east of the balloons.

The car is west of the bird.

The bed is north of the ball and west of the cake.

Let's Talk About History...

Day 3 - Show that you know in what order the events of the story happened by placing the correct number in the blank beside each statement.

3 Noah builds a great ship called an ark.

2 God declares that He would destroy the world through a great flood.

5 God puts a beautiful rainbow in the sky as a reminder of His promise.

1 After Cain had killed Abel most of the people in the world eventually became very wicked.

4 God tells Noah that He will give the earth to him and his descendents to rule over it.

School Day # 4 Date: _____

Total Time Today: _____

Opener: Today's focus is on *Long and Short Vowel Sounds*. 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 - Sentence Play* section in your text (pgs. 8-9). With just a couple of sentences to write today, your child should not feel too much pressure. However, feel free to help if that is needed. NOTE: The teacher's edition provides suggested answers for your convenience.

English Literature: Continue reading Tirzah. 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, *Diagramming Simple 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: With your child present and attentive read aloud Day 4 selection, *The Tower of Babel* found in the history readings section of this manual. Have your child remove the Day 4 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: Assign exercises on pg 8 of Building Thinking Skills Level 2. Upon completion use the suggested answers at the back of the text to check your child's work and make any necessary corrections.

Bible: Remove the Day 4 student worksheet, *Genesis 11:8*, and have your child neatly print or write the passage using your chosen version of the Bible.

Closing: Find the *Map and Timeline Sheet* for *Week 1* in the Student Pages package and have the student mark the date for Day 4 on the timeline as well as complete the map activity for Day 4 on the map provided.

Suggested Answers

Focus on...Long and Short Vowels

Day 4 - The student should circle the words: **be, old, corn, we, kind, truth.**

They should draw a square around the words: **can, mitten, cup, pot.**

Let's Talk About History...

Day 4 - Fill in the blanks using the words found below.

After the flood, the family of Noah and those who came after him grew in number and began to move away from Mount Ararat and settle the earth. Many people settled in the land between the Tigris and Euphrates Rivers and built a great city out of bricks. The city they called Babel, a word which means "confusion". You will soon see that this was a good name for their city. They also built a tower to help keep them united and together. But as you know God wanted them to move out and fill the earth so he confused their speech so they could not understand each other. Some people stayed and their country was known as Babylon. Others left their city and moved away with those who could speak the same language. Some people went north and built a city called Nineveh who one day became the Assyrians. Others went west to a land called Egypt. Still others moved to a great body of water that we now call the Mediterranean Sea. They founded great cities called Tyre and Sidon and there they became sailors and one day grew rich, trading goods with other countries. This is how God made sure that the command he gave to Noah to fill the earth would come true and it is a good lesson to us not to defy the Lord's commands.

School Day # 5 Date: _____

Total Time Today: _____

Opener: Today's focus is on *The Purpose of Music*. 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 - Rewrite* section in your text (pgs. 9-11) This week your child will be working on his/her first "real" writing assignment. Once again depending on the child this may be a lark or extremely painful for everyone. If needed, provide all the help and support your child needs to complete this assignment. Completion ON TIME is EXTREMELY important to encourage the young writer. This is true even if the finished product is not all you had hoped it would be. If you have paid tuition to have us evaluate your child's work this year, this will be the first assignment to send in. It must be submitted at the end of Day 8. Spend no more than 30 minutes on this today. NOTE: The teacher's edition provides suggested answers for your convenience.

English Literature: Continue reading Tirzah. 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, *Compound 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: With your child present and attentive read aloud Story 5 from A Child's History of the World, *Real History Begins*. Then use the questions and suggested answers found directly following today's planning page to check your child's understanding of the material. It is VERY important that he/she answers in complete sentences although they do not need to be worded exactly as shown.

Logic or Memorization/Recitation: Assign exercises on pgs 9-10 of Building Thinking Skills Level 2. Upon completion use the suggested answers at the back of the text to check your child's work and make any necessary corrections.

Bible: Remove the Day 5 student worksheet, *Matthew 5:45*, and have your child neatly print or write the passage using your chosen version of the Bible.

Closing: Find the *Map and Timeline Sheet* for *Week 2* in the Student Pages package and mark the date for Day 5 on the timeline as well as complete the map activity for Day 5 on the map provided.

Suggested Answers

Focus on...What is Music for?

Day 5 - Circle the word you think best describes the music.

(The student will probably circle victorious.)

Circle the best word to describe this piece.

(The student will probably circle soft.)

Let's Talk About History...

Day 5 - Answer the following questions orally in complete sentences.

1. What letters do we use to show dates in history before Jesus Christ was born? *(We use the letters BC to show dates in history before Jesus Christ was born.)*
2. What letters do we use to show dates in history after Jesus Christ was born? *(We use the letters AD to show dates in history after Jesus Christ was born.)*
3. What were some of the first written languages called? *(Some of the first written languages were called cuneiform, hieroglyphics, and Sanskrit.)*
4. What were the names of the four early nations where we can actually read about their history because they had a written language? *(The names of the four nations that we can read about are Egypt, Mesopotamia, India and China.)*
5. Along what type of waterway did the people from each of these four nations begin to live? *(The people from these four nations began to live mostly along rivers.)*

School Day # 6 Date: _____

Total Time Today: _____

Opener: Today's focus is on *Consonant Blends*. 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 continue working in the *Writing Time - Rewrite* section in your text (pgs. 9-11) Today you are going to build on what you accomplished yesterday. Here is a hint that might apply...some children find it easier to tell you what they want to say and have you scribe it for them. They can then take this and copy it for themselves. Once again spend no more than 30 minutes on this today and keep your completion date (Day 8) in sight. Be patient even if it's hard!

English Literature: Continue reading Tirzah. 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, *Diagramming Compound Subjects*. Then assign the appropriate exercises from the Student Workbook. Use the answer key provided to check the work and make corrections.

History: With your child present and attentive read aloud Story 6 from A Child's History of the World, *The Puzzle Writers in Egypt*. 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: Assign exercises on pgs 11-12 of Building Thinking Skills Level 2. Upon completion use the suggested answers at the back of the text to check your child's work and make any necessary corrections.

Bible: Remove the Day 6 student worksheet, *Psalm 105:23*, and have your child neatly print or write the passage using your chosen version of the Bible.

Closing: Find the *Map and Timeline Sheet* for *Week 2* in the Student Pages package and mark the date for Day 6 on the timeline as well as complete the map activity for Day 6 on the map provided.

Suggested Answers

Focus on...More about Consonants

Day 6 - The student should circle the following consonant blends. **Fl, rd, sw, pl.**

The student should circle the following words. **Thunder, foolish, whisker.**

Let's Talk About History...

Day 6 - Fill in the outline using words from your reading today.

Egypt

I Written Language

- A) Picture Writing Called Hieroglyphics
- B) Paper Called Papyrus
- C) Book Called a Scroll
- D) The Rosetta Stone Key to Understanding Early Egypt

II Life in Early Egypt

- A) Menes Was First King (Pharaoh)
- B) Lived Around 3100 BC
- C) Pharaoh Was Both King and God in Egypt
- D) Social Class - Priests, Soldiers, and Lower Class
- E) Other Gods Worshipped - Osiris and Isis

School Day # 7 Date: _____

Total Time Today: _____

Opener: Today's focus is on *The Pyramids - A Picture Study*. 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 continue working in the *Writing Time - Rewrite* section in your text (pgs. 9-11). You should be getting close to completing your re-write. Tomorrow you will finish your final copy. However, today have your child read his/her story out loud to you. Talk to them about how it sounds...what they like about it...what they don't like. Help them make changes that better expresses what they desire to say with their story. Once again spend no more than 30 minutes on this today. Remain positive and upbeat...success really does lead to more success!

English Literature: Continue reading Tirzah. 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, *Diagramming Compound Predicates*. Then assign the appropriate exercises from the Student Workbook. Use the answer key provided to check the work and make corrections.

History: With your child present and attentive read aloud Story 7 from A Child's History of the World, *The Tomb Builders*. Then use the questions and suggested answers found directly following today's planning page to check your child's understanding of the material. It is VERY important that he/she answers in complete sentences although they do not need to be worded exactly as shown.

Logic or Memorization/Recitation: Assign exercises on pg 13 of Building Thinking Skills Level 2. Upon completion use the suggested answers at the back of the text to check your child's work and make any necessary corrections.

Bible: Remove the Day 7 student worksheet, *Exodus 5:7*, and have your child neatly print or write the passage using your chosen version of the Bible.

Closing: Find the *Map and Timeline Sheet* for *Week 2* in the Student Pages package and mark the date for Day 7 on the timeline as well as complete the map activity for Day 7 on the map provided.

Suggested Answers

Focus on...The Pyramids

Day 7 - **The student should answer each of the following.**

What shape do the Pyramids remind you of? **triangle (suggested answer)**

How many are there? **six**

Out of what are the Pyramids made? **Stone, rock, or brick.**

Let's Talk About History...

Day 7 - Answer the following questions orally in complete sentences.

1. What did the Egyptians believe happened to their souls after they died? (The Egyptians believed that their souls stayed close to their bodies after they died.)
2. What do we call the preserved body of a dead Egyptian from this time period? (We call the preserved body of an Egyptian a mummy.)
3. What do we call the huge stone tombs in which early Egyptian kings were buried? (We call the huge tombs in which early Egyptian kings were buried pyramids.)
4. Who was the king that built the Great Pyramid about 2900 BC? (The name of the king who built the Great Pyramid about 2900 BC is Cheops.)
5. What is the name of another large statue found near the Great Pyramid? (The great statue found near the Great Pyramid is called the Sphinx.)

School Day # 8 Date: _____

Total Time Today: _____

Opener: Today's focus is on *Using Direction to Find a Treasure*. 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 continue working in the *Writing Time - Rewrite & Speak It* sections in your text (pgs. 9-11). If you have not already finished, complete the final copy of the fable re-write today. NOTE: Remember that we are working with a four day school week so you can always use tomorrow to finish the story if you must. But, if you are done, have your child read his/her story aloud to you and/or other family members. Encourage expression and enthusiasm. Also remind him/her to pay attention to punctuation when reading. These are like the traffic signs of language and watching for them when reading also serves as a good reminder to use punctuation marks correctly in one's own writing so that the story is paced the way the child desires. Once again spend no more than 30 minutes on this today. If you have paid tuition to have your child's writing evaluated by us, read the instructions for submitting work found on page 7 of this manual. Send the assignment to us. Well! It may have been a hard week but you and your child did it! Good work!

English Literature: Continue reading Tirzah. 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, *Combining Sentences*. Then assign the appropriate exercises from the Student Workbook. Use the answer key provided to check the work and make corrections.

History: With your child present and attentive read aloud Story 8 from A Child's History of the World, *A Rich Land Where There Was No Money*. Then use the questions and suggested answers found directly following today's planning page to check your child's understanding of the material. It is VERY important that he/she answers in complete sentences although they do not need to be worded exactly as shown.

Logic or Memorization/Recitation: Assign exercises on pg 14 of Building Thinking Skills Level 2. Upon completion use the suggested answers at the back of the text to check your child's work and make any necessary corrections.

Bible: Remove the Day 8 student worksheet, *Genesis 9:1*, and have your child neatly print or write the passage using your chosen version of the Bible.

Closing: Find the *Map and Timeline Sheet* for *Week 2* in the Student Pages package and mark the date for Day 8 on the timeline as well as complete the map activity for Day 8 on the map provided.

Suggested Answers

Focus on...Treasure!

Day 8 - Encourage your child to use the compass rose as they 'look' for the treasure, rather than just following the available path.

Let's Talk About History...

Day 8 - Answer the following questions orally in complete sentences.

1. What is the meaning of Mesopotamia? (Mesopotamia means "between two rivers".)
2. What two rivers was Mesopotamia between? (Mesopotamia was between the Tigris and Euphrates Rivers.)
3. What were some of the foods grown or found in the rich earth in that part of the world? (Some foods grown or found in that part of the world were wheat, dates, fish, pigs, sheep, and goats.)
4. What do we call people like the Babylonians who studied the sun, moon and stars so carefully? (We call the people who study the sun, moon, and stars astronomers.)
5. What was the name of the Babylonian king who wrote down many laws for his people to follow? (The name of the Babylonian king who wrote down laws for his people to follow was Hammurabi.)

School Day # 9 Date: _____

Total Time Today: _____

Opener: Today's focus is on *Alphabetization*. 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: Before you begin familiarize yourself with Lesson 2 by reading through the material in the Teacher's Edition. With your child present and attentive read *The Master Storyteller* section in your text (pgs. 12-14). Briefly discuss the material using the suggested answers in the text to help you. Next, read *Three Young Bulls and a Lion* (pg. 15) and do the exercise on summary (pg 16) orally and also the *Tell It Back - Narration* (pg 16-17). This is the second oral narration your child has done in this text so hopefully it will go smoother than the first one. 😊

English Literature: Continue reading Tirzah. 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, *Two Subjects and Two Predicates*. Then assign the appropriate exercises from the Student Workbook. Use the answer key provided to check the work and make corrections.

History: With your child present and attentive read aloud Story 9 from A Child's History of the World, *The Jews Search for a Home*. 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: Assign exercises on pgs 18-19 of Building Thinking Skills Level 2. Upon completion use the suggested answers at the back of the text to check your child's work and make any necessary corrections.

Bible: Remove the Day 9 student worksheet, *Genesis 12:7*, and have your child neatly print or write the passage using your chosen version of the Bible.

Closing: Find the *Map and Timeline Sheet* for *Week 3* in the Student Pages package and mark the date for Day 9 on the timeline as well as complete the map activity for Day 9 on the map provided.

Suggested Answers

Focus on...Alphabetical Order

Day 9 -

1. B

2. F

3. H

1. cake

2. sun

3. zoo

Let's Talk About History...

Day 9 - Fill in the outline using words from your reading today.

The Jews Search for a Home

I Abraham

A) Worshipped One God

B) Leaves Ur

C) Settles in Canaan

(continued on next page)

II Jacob

- A) Also Known as Israel
- B) His Son Joseph Taken as a Slave to Egypt
- C) Jacob and Family Travel to Egypt Due to Famine
- D) Joseph Saves His Family and They Settle in Goshen
- E) Joseph Dies and Future Pharaohs Make Israelites Slaves

III Moses

- A) Moses Saved from the Wrath of Rameses
- B) Called by God to Lead Israelites out of Egypt
- C) God Gives Moses the Ten Commandments
- D) Moses Dies Before Israelites Enter Canaan
- E) Joshua Leads Israelites to Settle Promised land

School Day # 10 Date: _____

Total Time Today: _____

Opener: Today's focus is on *Alphabetization*. 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 *Talk About It and Go Deeper* sections in your text (pgs. 17-18). Use the suggested answers in the Teacher's Edition to help you lead your child through this.

English Literature: Continue reading Tirzah. 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, *Run-on Sentences*. Then assign the appropriate exercises from the Student Workbook. Use the answer key provided to check the work and make corrections.

History: With your child present and attentive read aloud Story 10 from A Child's History of the World, *Fairy-Tale Stories*. Then use the questions and suggested answers found directly following today's planning page to check your child's understanding of the material. Make sure he/she answers in complete sentences although they do not need to be worded exactly as shown.

Logic or Memorization/Recitation: Assign exercises on pgs 20-21 of Building Thinking Skills Level 2. Upon completion use the suggested answers at the back of the text to check your child's work and make any necessary corrections.

Bible: Remove the Day 10 student worksheet, *Exodus 20:2-3*, and have your child neatly print or write the passage using your chosen version of the Bible.

Closing: Find the *Map and Timeline Sheet for Week 3* in the Student Pages package and mark the date for Day 10 on the timeline as well as complete the map activity for Day 10 on the map provided.

Suggested Answers

Focus on...More About Alphabetical Order

Day 10 -

1. book
2. dish
3. lazy
4. olive
5. poor
6. walrus

Let's Talk About History...

Day 10 - Answer the following questions orally in complete sentences.

1. About 1300 BC what now famous nation was being founded? (About 1300 BC the nation of Greece was founded.)
2. The Greeks did not worship the one true God but worshipped many gods and made up stories to explain the world around them. Who was the king of all their gods? (The king of all the gods to the Greeks was Zeus.)
3. For the Greeks who was the ruler of the seas? (The ruler of the seas for the Greeks was Poseidon.)
4. What name did the Romans later give to the god of war? (The Romans renamed the Greek god Ares - Mars.)
5. Why was Delphi important to the Greeks? (Delphi was important to the Greeks because that is where the Oracle was found from which the Greeks thought they gained answers to their questions about what to do or what might happen in the future.)

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 8	Rewrite of Fable		
Assignment # 2	Day 19	Amplification		
Assignment # 3	Day 30	Summary		
Assignment # 4	Day 48	Amplification		
Assignment # 5	Day 60	Rewrite of Fable		
Assignment # 6	Day 76	Summary		
Assignment # 7	Day 92	Sentence Play		
Assignment # 8	Day 100	Imitation		
Assignment # 9	Day 108	Original Fable		
Assignment # 10	Day 119	Rewrite of Fable		

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.