

"Small Steps to Big Ideas"

Level Two



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List of Books & Materials Needed to Complete

Small Steps to Big Ideas - Level Two

- Small Steps to Big Ideas - Level 2 Parent Manual
- Small Steps to Big Ideas - Level 2 Student Pages
- Growing With Grammar Level 5 Set
- Writing & Rhetoric Narrative 1 (student)
- Writing & Rhetoric Narrative 1 (teacher)
- My First History of Canada
- Let's Explore Canada
- Building Thinking Skills II (used for levels 1 & 2)
- Trumpet of the Swan
- Indian in the Cupboard
- Owls in the Family
- Madeleine Takes Command
- The Railway Children
- Flight
- Jeremy's War
- Wilfred Grenfell
- Anne of Green Gables
- Canadian Pioneers
- Discover the Classics 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 2 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 2 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, Christian Character Study, 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.
DISCLAIMER: On page 48 of Writing and Rhetoric Narrative I there is a picture of a sculpture representing the story "The Lame Man and the Blind Man". Some of you may find the sculpture too authentic for your liking. While it is typical of classical sculpture, we understand that people have varying views on how to present such material to young children. We have decided to use this text because it is such a great composition resource. We leave it up to you to decide how you wish to deal with the picture of this work of art.
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, Completing an Outline or even a short hands on project. 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. That means that students in this particular level should be done all assigned exercises by the end of the year. 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. Christian Character Study - Character studies can be tricky. On one hand they are very helpful as you can zero in on one specific aspect of Christian character providing opportunity to talk with your child about very important life lessons. This can be difficult in the midst of the everyday busyness of home education. By intentionally dealing with topics such as honesty, loyalty, patience, compassion, and courage...just to name a few...your child will get the chance to think about what Christ is doing in his/her life. Of course the

danger of character studies is that the child (and sometimes the parent) can lean too much on these evidences and begin to see them as a means to salvation. This, of course, is not biblical and only leads us in raising good little Pharisees. Therefore, it is important that the child is constantly reminded that it is in Christ alone that we are made righteous in the sight of God. Growing in Christian character is a fruit of what Christ is doing in us....NOT a means to get to Heaven. By the way...a huge THANK YOU to Maggie Rayner for allowing us to use material from her book, Introducing Christian Virtues Using Aesop's Fables. Her gracious desire to help home educators everywhere is manifested in her willingness to share her hard work.

8. History Related Closing 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 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.

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 *Alphabetical Order*. 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 I to write the guidelines for this study. It is not unusual for publishing companies to tweak editions from time to time which may throw off things...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 xiv (*Teaching Narrative to Students and Objectives for Narrative I*) of the Teacher's Edition of Writing & Rhetoric Narrative I and familiarized yourself with the text before this lesson. Now...on with the lesson. With your child present and attentive read Lesson 1 - *All Kinds of Stories* (pgs.1-4) Using the information in *Tell It Back - Narration* (pg. 4) have your child tell what he knows about the five words listed. Next, do the *Talk About It* exercises (pgs. 4-5). These questions can be done orally. PHEW! This has been a long opening lesson. Hopefully you haven't been too overwhelmed. Make sure you encourage your child and tell him he did a good job today!

English Literature: Today your child will begin to read Trumpet of the Swan. 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, *Complete 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 Day 1 selection, *Very Early History of Canada*, 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 134-135 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: Our studies this year will give you regular opportunity to talk to you child about developing Christian character. Having "good" character qualities for anyone is not an end in itself. There are lots of children in the world who are "nice", but not all of them are necessarily one of God's children. Being "nice" and doing "good" can never replace trusting in Christ alone for one's salvation. Our actions must come from the fact that Christ has saved us for them to truly glorify God. Indeed all of Scripture points to this fact, so please approach these studies so that you don't simply "raise up" a good little Pharisee, but that you encourage Godly character in a young person who has truly embraced his Saviour. It is our prayer that you indeed see this sort of growth and maturity in some small way through your studies this year. Take some time today to talk to your child about this very thing...next lesson we begin in earnest.

Closing: Find Page 1, *Timeline of Canadian History*, in the Student Pages package and have the student neatly copy the following sentence in the blank beside the 1st date marked "Before 1400". **"First Nations migrated to Canada long ago."** Next, using a wall map or atlas, trace some of the theoretical routes they used to get to Canada. It would be best to store the timeline pages together in your three ringed binder for easy access and review.

Suggested Answers

Focus On...Alphabetical Order

Day 1 - Sail 1 Show 2

Flower 2 Fire 1

Tent 2 Tear 1

Chair 1 Swim 2

Let's Talk About History...

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

1. In what book can read about the very first people? (We can read about the very first people in the book of *Genesis*.)
2. In what chapter of that book do we get our first hint that people began to move away to begin to populate the earth? (We get our first hint that people began to move away to begin to populate the earth in the *Genesis 11*.)
3. What is the most popular theory concerning how the first people to settle in Canada got here? (The most popular theory concerning how the first people to settle in Canada got here is that they crossed from Asia to North America via the Bering Strait.)
4. What group of people who lived in North America are shrouded by great mystery? (The group of people who lived in North America but are shrouded by great mystery are known as the Mound Builders.)
5. What do the people we once commonly called Indians in Canada prefer to be called today? (The people we once commonly called Indians in Canada prefer to be called First Nations or First Peoples today.)

School Day # 2 **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 *Go Deeper* section (*Question 1*) in your text (pgs. 5-7) 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 Trumpet of the Swan. 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, *Complete Subjects 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: With your child present and attentive read aloud Day 2 selection, *The Woodland Peoples*, found in the history readings section of this manual. Have your child remove the Day 2 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 136-138 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, complete the readings and answers to the questions. Check the work using the answers provided directly following today's planning page.

Closing: Find Page 1, *Timeline of Canadian History*, in the Student Pages package and have the student neatly copy the following sentence in the blank beside the 2nd date marked "Before 1400". "**The Woodlands People settled in Eastern Canada.**" Next, using a wall map or atlas, find areas where the Woodlands People settled.

Suggested Answers

Focus on...Prefixes

Day 2 - **Review** (to study or check something again)

Impartial Dismount Prearrange Unusual Exclosure

Let's Talk About History...

Day 2 - Fill in the blanks using the words found below. Not all words are used.

The Woodland Peoples lived in the dense forest land in the eastern part of Canada. They were chiefly hunters and gatherers who used spears, bow and arrow, and snares to hunt and collected berries, eggs, and other plants where they could find them. They tended to live in small groups and travelled mainly by walking, canoe, or by using snowshoes in the winter. They lived in homes called wigwams built of a pole framework covered with birch bark, woven mats, or animal skins. Their clothing was made also from animal skins which were designed and sewn by the women of the group. They believed in a creator god but worshipped nature because they thought all things had souls. The Woodland Peoples were one of the first native groups to meet the Europeans explorers who arrived on Canada's eastern shore many centuries ago.

Developing Christian Character...

Day 2 - Answers to Questions: 1 (c), 2 (b), 3 (a)

School Day # 3 **Date:** _____

Total Time Today: _____

Opener: Today's focus is on *The Orchestra Part I*. 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 (*Question 2*) in your text (pgs. 7-9) 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 Trumpet of the Swan. 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 Subjects 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: With your child present and attentive read aloud Day 3 selection, *The Iroquoian Peoples*, 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 139-140 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, complete the readings and answers to the questions. Check the work using the answers provided directly following today's planning page.

Closing: Find Page 1, *Timeline of Canadian History*, in the Student Pages package and have the student neatly copy the following sentence in the blank beside the 3rd date marked "Before 1400". "**The Iroquois People settled south of what is now Ontario and Quebec.**" Next, using a wall map or atlas, find areas where the Iroquois People settled.

Suggested Answers

Focus on...The Orchestra - Part 1

Day 3 - The student should circle **woodwinds**.

Let's Talk About History...

Day 3 - Answer the following questions orally in complete sentences.

1. What three crops did the Iroquois Peoples depend on for their survival?
(The Iroquois People depended on corn, beans, and squash for their survival.)
2. What form of government did the Iroquois People have that was unusual for First nations in Canada? (The Iroquois had a form of government that was a type of democracy.)
3. What did the Iroquois call the home they lived in? (The Iroquois called the home they lived in a longhouse.)
4. How did most Iroquois travel? (Most Iroquois usually walked or ran and used canoes when needed.)
5. Name three of the six main festivals celebrated by the Iroquois each year.
(Students can list three of the following: New Year Festival, Maple Festival, Corn Planting Festival, Strawberry Festival, Green Corn Festival, Harvest Festival of Thanksgiving)

Developing Christian Character...

Day 3 - Answers to Questions: 4 (a), 5 (b), 6 (b), 7 (d)

School Day # 4 **Date:** _____

Total Time Today: _____

Opener: Today's focus is on *Orchestra Part II*. 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 *Speak It* section of your text (pg. 10). However, you are going to tweak it a bit. Instead of following the directions as they are given in the text, print the five narrative forms (narrative, fable, fairy tale, history, and myth) on a piece of paper or on a blackboard if you have one. Then read the definition of each one of the forms as given in the teacher's book. The student will then tell you which definition matches each form. Make sure you mix them up! ☺

English Literature: Continue reading Trumpet of the Swan. 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 Predicates 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: With your child present and attentive read aloud Day 4 selection, *The Western Plains, Plateau, and Mackenzie River Peoples* 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 pgs 141-142 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, complete the readings and answers to the questions. Check the work using the answers provided directly following today's planning page.

Closing: Find Page 1, *Timeline of Canadian History*, in the Student Pages package and have the student neatly copy "Before 1400" in the blank where the 4th date and the statement "**Western Plains, Plateau, and the Mackenzie River People settled in Western Canada.**" is found. Next, using a wall map or atlas, find areas where the Western Plains, Plateau, and Mackenzie River People settled.

Suggested Answers

Focus on...Orchestra - Part 2

Day 4 - This is simply a listening activity. No suggested answer.

Let's Talk About History...

Day 4 - Fill in the outline using words from your reading today.

Three Western First Nations

I Plains People

- A) Travelled from place to place in search of food
- B) Main food was the buffalo
- C) Lived in a home called a tipi

II Plateau People

- A) Main food source was salmon
- B) Some groups lived in underground homes

III Mackenzie River People

- A) Made canoes by patching together pieces of bark with spruce gum
- B) Caribou was their main source of food and clothing

Developing Christian Character...

Day 4 - Answers to Questions: 8 (a), 9 (d)

School Day # 5 **Date:** _____

Total Time Today: _____

Opener: Today's focus is on *Dictionary Definitions*. 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: Read over the material inside the shaded box at the top of page 11 to familiarize yourself with all that will be covered in Lesson 2. With your child present and attentive read aloud the section titled *A Long Parable* (pgs. 11-12). This week your child will be working on his/her first "real" writing assignment in this text. As noted on page 11 review the definition of a moral lesson. Beginning next day you will study *The Prodigal Son* in more detail but take some time today if you have it to read one or more of the suggested parables of Jesus listed on page 12: *The Good Samaritan* (found in Luke 10), *The Lost Sheep* (found in Luke 15), and/or *The Sower* (found in Matthew 13).

English Literature: Continue reading Trumpet of the Swan. 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, *How to Diagram 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 5 selection, *The Pacific Coast Peoples* found in the history readings section of this manual. 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: Assign exercises on pg 143 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, complete the readings and answers to the questions. Check the work using the answers provided directly following today's planning page.

Closing: Find Page 1, *Timeline of Canadian History*, in the Student Pages package and have the student neatly copy the following sentence in the blank beside the 5th date marked "Before 1400". "**The Pacific Coast People settled on the Western Coast of Canada.**" Next, using a wall map or atlas, find areas where the Pacific Coast People settled.

Suggested Answers

Focus on...Dictionary Definitions

Day 5 - What is the head word's part of speech? **Verb**

Think of how the word might be used in a sentence. Speak the sentence out loud.

Answers will vary.

Let's Talk About History...

Day 5 - Circle the words that seem to best go with the information learned today.

NOTE: The best answers are bolded here.

nobles	snowshoes	tipi	chisels	Atlantic	cedar
caribou	whale	totem	Pacific	birch	salmon

Developing Christian Character...

Day 5 - The words to be circled include: **leniency**, **mercy**, and **pardon**. The words to be boxed include: **conviction**, **penalty**, and **punishment**.

School Day # 6 **Date:** _____

Total Time Today: _____

Opener: Today's focus is on *Sculpture - The Caribou*. 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 read *The Prodigal Son* (pgs. 13-16). Work through questions 1 and 2 in the Tell It back section of your text (pgs. 16-17) If your child has done plenty of Narrations in the past, the one in this section should be no problem. However, if the idea of narration is new to one or both of you, don't expect miracles with this initial effort. Use the two suggested sentences at the bottom of page 16 to get you started and then provide whatever assistance your child needs to come up with a reasonable summary of the story. NOTE: Suggested answers for question 2 of today's lesson are found in the teacher's manual.

English Literature: Continue reading *Trumpet of the Swan*. 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, *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 Day 6 selection, *The Inuit Peoples*, 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 144-145 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, complete the readings and answers to the questions. Check the work using the answers provided directly following today's planning page.

Closing: Find Page 1, *Timeline of Canadian History*, in the Student Pages package and have the student neatly copy the following sentence in the blank beside the 6th date marked "Before 1400". "**The Inuit settled in Canada's North.**" Next, using a wall map or atlas, find areas where the Inuit settled.

Suggested Answers

Focus on...Sculpture - The Caribou

Day 6 - Does the sculpture look smooth or rough? **Smooth**

What tools might one use to form this piece of art? **File, knife, chisel, mallet.**

Does the caribou look like it is in motion? **Yes.**

Let's Talk About History...

Day 6 - Answer the following questions orally in complete sentences.

1. What does the name Inuit mean? (The name Inuit means 'the people'.)
2. Who usually built the houses the Inuit lived in? (The men usually built the houses that the Inuit lived in.)
3. Name three kinds of animals that were common food for the Inuit.
(Students can list any three of the following: seal, walrus, whale, narwhal, fish, caribou, musk ox, arctic fox, polar bear, different types of birds.)
4. What was the most prized animal skin used for clothing by the Inuit? (The most prized animal skin used by the Inuit was the caribou.)
5. What special kind of singing did Inuit women perform at gatherings? (The special kind of singing that Inuit women performed at gatherings was called throat singing.)

Developing Christian Character...

Day 6 - Answers to Questions: 1 (b), 2 (b), 3 (d)

School Day # 7 **Date:** _____

Total Time Today: _____

Opener: Today's focus is on *Heroes and Villains*. 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 complete question 3 in the Tell It Back section (page 17). These should be original sentences and hopefully your child will be able to do this with a minimum of help. If you have a child that is extremely reluctant to write anything on paper, you may scribe his answers for him. However, be aware that we are moving toward more independence in writing so encourage your child to at least try this exercise on his own. NOTE: Suggested answers for this lesson are found on page 17 of the teacher's manual.

English Literature: Continue reading Trumpet of the Swan. 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, *How to Diagram Compound Subjects and 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 Day 7 selection, *Interaction Among First Nations Peoples* found in the history readings section of this manual. 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: Assign exercises on pg 146 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: Read and discuss the following. A suggested answer is provided directly following today's planning pages. The Bible says:

"Let us not give up meeting together, as some are in the habit of doing, but let us encourage one another..." Hebrews 10:25 (NIV)

Discuss a time when someone encouraged you and how you felt or related to that person.

Closing: Find Page 1, *Timeline of Canadian History*, in the Student Pages package and have the student neatly copy "Before 1400" in the blank where the 7th date and the statement **"First Nations had interaction with one another long before the arrival of Europeans in Canada."** is found. Next, using a wall map or atlas, find areas mentioned in today's reading.

Suggested Answers

Focus on...Heroes and Villains

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

Right now you are reading *Trumpet of the Swan* by E. B. White. Who do you think is the hero of this story? **Louis**

Is there a villain? If so, who is it? **Possible answers: Applegate Skinner, Zoo keepers, Store keeper, there is no villain.**

Let's Talk About History...

Day 7 - Fill in the outline using words from your reading today. Try to list them in order.

Reasons Why First Nations Needed to Interact

- I War
- II Trade
- III Ceremonies
- IV Slaves or Prisoners

Developing Christian Character...

Day 7 - Answers to the discussion question will vary. Make sure the child states a time when they were encouraged and have them tell how they felt about this or how they related to the person who encouraged them.

School Day # 8 **Date:** _____

Total Time Today: _____

Opener: Today's focus is on *The Compass Rose*. 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 discuss the questions 1-3 in the Talk About It section found on page 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 Trumpet of the Swan. 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, *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: With your child present and attentive read aloud Chapter 1, Section 3, from My First History of Canada, *The white men came from Europe*. 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. NOTE: You will need a balloon and a marker for an activity on Day 9.

Logic or Memorization/Recitation: Assign exercises on pg 149 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: Read and discuss the following. A suggested answer is provided directly following today's planning pages.

The North Wind and the Sun were arguing about which of them was stronger. A traveler happened to walk by as they were still talking. "Look here," said the Wind, "I will prove that I am stronger! I will blow the coat right off this man who is walking below us!" And with that, the wind blew

and blew. But the man wrapped his coat around himself and held on tightly. Then it was the sun's turn. As the sun came out, his gentle rays warmed the man. It wasn't long before he slipped off his coat and sat down to enjoy the warmth of the day. (This story reminds us that persuasion is better than force.)

How is encouraging someone like the gentle rays of the sun?

Closing: Find Page 1, *Timeline of Canadian History*, in the Student Pages package and have the student neatly copy the following sentence in the blank beside the 8th date marked "Circa 1000". **"Vikings explored the Eastern Coast of Canada."** Next, using a wall map or atlas, find areas where the Vikings explored.

Suggested Answers

Focus on...The Compass Rose

Day 8 - North, Sable, South East

Let's Talk About History...

Day 8 - Fill in the blanks using the words found below. Not all words are used.

Around 1000 AD Leif Ericsson listened to the stories of a friend who had accidentally visited a land to the west of Greenland that was covered with beautiful, dense forests. The Greenlanders needed wood so off they sailed on an adventure. It is believed that these Vikings became the first white men to ever set foot on what is now the eastern shore of Canada. They called the new land Vinland and set up a settlement. Things were looking good for the Vikings in this wonderful new land. But soon they came into conflict with the First Nations people who were already here and after many were killed in a battle, the Vikings thought that this land, although filled with abundant resources, might be too dangerous to live in permanently, so they sailed away. However, they wrote songs and stories about their adventures and these along with Viking ruins found in Newfoundland allow you today to read about an event that happened a long time ago.

Developing Christian Character...

Answers to the discussion question will vary. Answers will vary but comparing someone's encouragement to the gentle rays of the sun is to show that we often do not need to nag and badger someone to do what we want them to do. We can praise them or quietly set the situation so that they want to accomplish what we want. If they will willingly do something without being forced, it is almost always better for all involved.

School Day # 9 **Date:** _____

Total Time Today: _____

Opener: Today's focus is on *Suffixes*. 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 questions 1-12 found in the *Go Deeper* section (pgs. 19-22). 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 Trumpet of the Swan. 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, *How to Diagram Commands and Questions*. 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 Chapter 2, Section 1, from My First History of Canada, *Some people thought that the earth was a globe*. Work with your child to complete the activity found on Day 9 of the student pages. You will need a balloon and marker as well.

Logic or Memorization/Recitation: Assign exercises on pg 151 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, complete the readings and answers to the questions. Check the work using the answers provided directly following today's planning page.

Closing: Find Page 1, *Timeline of Canadian History*, in the Student Pages package and have the student neatly copy the following sentence in the blank beside the 9th date marked "1400's". **"Europeans desire luxury trade goods from Asia."** Your history project today will serve as a mapping activity.

Suggested Answers

Focus on...Suffixes

Day 9 -

Rocker, **ed**, **ing**

Weeded, **ing**

Cooked, **ing**

Watched, **ing**

Smelled, **ing**

Lifter, **ed**, **ing**

Burner, **ed**, **ing**

Developing Christian Character...

The words to be circled include: **comfort**, **help**, and **support**. The words to be boxed include: **deter**, **discourage**, and **reject**.

School Day # 10 Date: _____

Total Time Today: _____

Opener: Today's focus is on *Melody and Harmony*. 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 (ques. 1) and Dictation (ques. 2) exercises in the *Writing Time* section in your text (pgs. 22-23). Your child should be able to complete the copybook work with little trouble. If dictation is new to one or both of you, take your time and give your child as much help as needed to be successful. Remember we are trying to build confidence here so stay positive.

English Literature: Continue reading Trumpet of the Swan. 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, *Simple, Compound and Complex 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 Chapter 2, Section 2, from My First History of Canada, *Christopher Columbus discovered America in 1492*. 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: Assign exercises on pgs 156-157 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, complete the readings and answers to the questions. Check the work using the answers provided directly following today's planning page.

Closing: Find Page 1, *Timeline of Canadian History*, in the Student Pages package and have the student neatly copy "1492" in the blank where the 10th date and the statement "**Christopher Columbus claimed the West Indies for Spain.**" is found. Next, using a wall map or atlas, find areas explored by Columbus.

Suggested Answers

Focus on...Melody and Harmony

Day 10 - **Answers will vary.**

Let's Talk About History...

Day 10 - Fill in the blanks using the words found below. Not all words are used.

Christopher Columbus was an Italian sailor who desired to sail across the Atlantic Ocean to find a direct seas route to Asia and India to obtain the many valuable trade goods that Europeans wanted. The problem was that he could not get any country to give him ships to make the voyage. At last, however, Queen Isabella of Spain supported his cause and in 1492 Columbus and his crews sailed west on three ships: the Pinta, the Nina, and the Santa Maria. After a few weeks at sea, some of his crew began to get scared and urged Columbus to turn back before they were all lost. However, he sailed on and after six weeks they saw some signs of plant life. This meant that land must be near. Soon one of the sailor spotted land and early the next morning Columbus and some of the men landed and planted the Spanish flag on dry land. They met brown skinned people that Columbus mistakenly called Indians because he thought they had landed on an island close to India. Columbus made three more voyages to this land and while he had not discovered the land he sought, he had discovered a land that was unknown to Europeans...the Americas. Things were about to change both for them and the native peoples who lived in that far off land.

Developing Christian Character...

Day 10 - Answers to Questions: 1 (b), 2 (d), 3 (c) 4 (b)

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.