Confused about Weaver?  
What’s the Basic Five?  
Will Weaver Work for Me?

The Weaver Tour is a complete 10 day sample of the Volume 1 Basic Five.  
Use The Tour to answer your questions and determine if Weaver is right for your family.
The Weaver Basic Five Tour, Volume 1

Product Description

The Weaver “Basic Five”:
First, a quick introduction to The Weaver Basic Five! The Basic Five is made up of the five most essential components of the Weaver curriculum. These five components provide a complete homeschool program (except for Math) for children in Kindergarten through 6th grade. The Basic Five for Volume 1 consists of: Volume 1, Day by Day for Volume 1, Teaching Tips & Techniques, Skills Evaluation, and Wisdom Words. The Basic Five also includes The Teacher’s Friend, a tool for organizing Weaver. Recommended products which are not included in the Basic Five include The Weaver Supplement which provides instructional material for students in Grades 7-12, and Putting it All Together, a booklet of review/assessment questions for each chapter. Once The Weaver Basic Five for Volume 1 has been obtained, customers only need to purchase other Volumes, Day by Days, and Supplements for additional years.

The Weaver Basic Five Tour, Volume 1:
The Weaver Basic Five Tour provides a comprehensive overview of The Weaver Curriculum as well as a complete sample copy of the material that is covered during the first two weeks of Volume 1 of the Weaver program.

The Weaver Tour includes:

- **Teacher’s Friend: Chapter Organizer for the Weaver Curriculum**
  - Provides detailed instructions for pulling together and organizing the needed pages for each Chapter.
  - The entire Teacher’s Friend is included.

- **Volume 1: The “Meat” of the Weaver Curriculum**
  - Includes topic overviews, lesson presentation guide, grade level activities, and resources.
  - The complete introduction (Volume 1) plus all of Chapter 1 is included.

- **Day by Day: Daily Lesson Planner**
  - Provides comprehensive lesson planning for every chapter, including preparation, daily assignment schedules, suggested resources, etc.
  - The complete introduction (Volume 1) plus all of Chapter 1 is included.

- **Pulling It Together: Review Questions for each Chapter**
  - Provides a method of assessment for each chapter which can be used informally or for grading purposes.
  - The introduction and Review Questions/Answers for Chapter 1 are included.

- **Teaching Tips & Techniques**
  - Everything you want to know about homeschooling and then some!
  - The table of contents, complete introduction, and sample pages on teaching specific subjects are included.

- **Wisdom Words: Complete Grammar Courses for K-6**
  - An integrated Language Arts approach designed to build fluency in writing and apply reasoning skills to all areas of language arts.
  - The complete introduction plus all of the Chapter 1 assignments are included.

- **Skills Evaluation: Tool for Assessment of Student Skills**
  - Provides a method for determining student skill level, identifying learning gaps, and assessing student progress.
  - The complete introduction and sample pages from each grade level are included.
The Weaver Tour Volume 1

Contents

Teacher’s Friend ................................................................. 2

Volume 1 ............................................................................. 10

Day by Day, Volume 1 ......................................................... 69

Review Questions ............................................................... 94

Teaching Tips & Techniques ............................................. 98

Wisdom Words .................................................................... 118

Skills Evaluation ................................................................. 138
Teacher’s Friend

has been designed to help you with the logistics of using The Weaver Curriculum. Though we feel the curriculum is wonderful, exciting, Biblical, flexible, etc. etc., we realize that receiving your order and all of the binders with tabs and quantity of pages can be OVERWHELMING!

Teacher’s Friend will be your daily friend, guiding you through each step of getting started with The Weaver Curriculum. Follow it step by step to insure success in using this curriculum for your home school. Use it throughout the year to make planning and teaching easier and more rewarding, both for the teacher and the students.

There are also friends at the main office, always available to help you with any question. Call toll free at 888-367-9871.

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Read me first!

written by Marilyn Schlitz
The Weaver Curriculum
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The pages of this book can be rotated under the View menu for better onscreen viewing.
Hi. We are going to presume that you have received the BASIC FIVE curriculum set from The Weaver Curriculum and could use some help getting started. The BASIC FIVE includes the Volume I, the Day by Day I, Wisdom Words, Skills Evaluation and Teaching Tips & Techniques. (If you are starting with a Volume other than Volume I, the instructions still apply)

First, we will briefly explain what these products are:

THE VOLUME: The Volume is the biggest item in the set. That is because it is the “meat” of the curriculum. Almost all of your teaching materials are in this binder. Inside the Volume binder, you will find a packet of papers and tabbed dividers wrapped together. Remove the wrapping. Set the index tabbed dividers to the side and start to look at the contents of the Volume itself. You’ll notice the company name, address and phone number on the first page. Don’t hesitate to call with any questions that aren’t answered by the Teacher’s Friend and product introductions.

If you look at the side of the stack of pages, you’ll see that there are lots of colors. Each color represents a grade and that grade’s assignments. For example, the fourth grade assignment pages are always yellow. (see page 47) Kindergarten pages are gold (see page 17) and sixth grade pages are orange (see page 63). A section of colors with gold at the beginning and orange at the end is one chapter’s assignments K-6...Kindergarten through sixth grade.

Turn over just a few of the first sheets of your Volume pages until you get to the first Unit Divider Page. It should be page #1 and say “Please Place the Unit 1 Divider Here”. These pages are also colored to help you find the places where unit dividers should go. Go ahead and insert the first tabbed divider before that page. Continue through the pile of pages, finding the Unit Divider pages where the tabbed dividers go, placing all nine dividers in the correct places and putting all the pages in the binder. (pages 1, 147, 203, 265, 329, 543, 627, 745 & 841 in Volume I) Then put the “Resource Section” divider before the Resource section (page 944), and the “Father’s Guide” divider before the last section.

Now snap the rings shut and flip all of the pages to the front. Turn a few white pages until you see the “Volume Overview,” page vi. This should be the first item in the Volume. This Overview gives you a look at what the curriculum will cover in a year. Notice that the Overview tells you the theme of each chapter, the number of days suggested for study, the Bible verses you will study and the areas of Social Studies, Science and Language Arts you will study. (It doesn’t tell you about Field Trips, Art Projects or Health lessons included in each chapter because there isn’t room.) Many families use this overview as a “course of study plan” to show their state officials, if needed.

Now turn to Chapter 1, page 3. Notice the chapter also begins with an Overview. Again, this Overview tells you the theme, the number of days suggested for study, the Bible verse, the Academics: Social Studies, Science, Language...but for the individual chapter. PLUS it tells you what Field Trips are suggested, Art Projects, Health, etc. Now, set the Volume aside.

DAY BY DAY: Day by Day is a bit smaller than the Volume and is your lesson planner. It is much easier to find the colored pages in the Day by Day and insert the tabbed dividers. Do that now. The Day by Day is a useful tool, designed to help you plan each day’s school. Glance through the first chapter just to get an idea of how the planner is organized. Then set it aside.

WISDOM WORDS: This is a complete grammar for K through 6th grades. The assignment pages are color coded in the same colors for each grade as the Volume. There are only three dividers to insert into the Wisdom Words pages. They are “Directives” page 35a, “Forms” F-1, following page 217, and “Manipulatives” M-1 following pages F-120. (There are also several Appendixes following M-51) Insert the three dividers then set Wisdom Words aside.

SKILLS EVALUATION: Skills Evaluation is a wonderful security tool for the home school family. You will use it to evaluate each student several times a year. The evaluation will help you to know what grade level each student is at scholastically and help determine any weak areas. Glance through some of the pages, noting the method used. There are just short evaluations that you will check off when the student learns each concept.

TEACHING TIPS & TECHNIQUES: Teaching Tips is going to be your first assignment in learning how to teach The Weaver Curriculum. These pages will help you learn everything you ever wanted to know about home schooling...and then some. Remove the pages from the plastic wrap and put them in the binder.
NOW TO START...

...learning the Teaching Tips...

STEP ONE: Your first assignment is to put all of your products aside, including this Teacher’s Friend packet and spend several days studying the Teaching Tips & Techniques. Read it through, underlining parts that are special to you. Many Weaver moms read through Teaching Tips every summer before starting the new school year. They learn something new with every reading. So good bye for now...and happy reading!

...reading the introduction...

STEP TWO: Hi, you’re back! Hopefully, you understand a lot more about homeschooling and the Weaver than you did a paragraph...and several days...ago. Your second assignment is to read the introduction pages of your Volume. Then re-read them. Even if you have a Day by Day, the entire introduction is worth reading. Underline sentences that are most important. Especially note the supplies and books recommended for every home school listed on page xvi in the top paragraph. You are probably becoming more familiar with terms like “Objective,” “Day by Day,” “For Your Information,” and “Bible Lessons.” You’re making progress!

...putting a Teacher’s Friend binder together...

STEP THREE: Now for one of the most important steps, and the one for which this Teacher’s Friend material is provided. You are going to make a Teacher’s Friend Binder. You need a 1 1/2” binder...an old one from the closet or a nice new one. On a big table, in the center of the table, set out the Volume and the Day by Day. (And, if you are teaching 7–12 grades, the Supplement) Open each binder to Chapter 1. At the front of the table (nearest you), open your Teacher’s Friend Binder.

Look at the tabbed dividers provided for the Teacher's Friend. The first divider is labeled “OVERVIEW.” Remove the Volume Overview, pages vi and vii, from the Volume, and put it in the Teacher’s Friend after this tab. Keep the Overview here all year long. It will be easy to reference and use for your planning.

Now use the tabbed divider labeled “VOLUME CHAPTER.” Remove the entire chapter 1, pages 3–80, from the Volume and put it in the Teacher’s Friend Binder after the divider. We are suggesting that you remove EVERY grade because you occasionally have to check out assignments in grades other than what you are using. And the sixth grade level always has lots of extra information, a great resource!

Next, add the tabbed divider labeled RESOURCE SECTION. Close the rings of the Volume. Turn to the Resource section at the back of the Volume. Open the rings and remove the entire Resource section. Put it in your Teacher’s Friend after the tab. It is easiest to keep all of the Resource pages in Teacher’s Friend for the year you are using this Volume.

Add the tabbed divider labeled “DAY BY DAY CHAPTER”. Remove the entire Chapter 1 from the Day by Day, pages 1–66, and put it in the Teacher’s Friend. [If you are not teaching older students, stop here...you won’t be using the SUPPLEMENT tab. If you are teaching older students, add the SUPPLEMENT tab. Remove the entire Chapter 1 from the Supplement and put it in the Teacher’s Friend.] Close all of the rings.
... Hurrah!! ...  

You have now reduced your curriculum responsibility from hundreds of pages and countless chapters and several binders to ONLY the materials for Chapter 1, and inserted them in your Teacher's Friend Binder. This step narrows your focus and eliminates the awesome pile of materials that might have been putting a bit of pressure on you.

Close the Volume and the Day by Day and put them in the closet. Your Teacher's Friend and your Wisdom Words are your new daily focus. (We will get to Skills Evaluation in a minute!)

IMPORTANT: Every time you start a new chapter, you will follow these same steps for the chapter materials. So when Chapter 1 is completed, remove Volume and Day by Day Chapter 1 pages from the Teacher's Friend Binder and put them back in the original binders. Now take Chapter 2 materials out of the original binders, inserting them into the Teacher's Friend, and you'll be ready to start Chapter 2.

...now to look more deeply...

STEP FOUR: Let’s look at the Chapter 1 you have put into your Teacher's Friend Binder. Open to the section you made titled VOLUME CHAPTER. Every chapter is arranged in the same order, to help you find things quickly. Materials designed for use with all seven grades are on white paper. Materials designed for individual grades are on colored paper. The arrangement is as follows:

<table>
<thead>
<tr>
<th>Color</th>
<th>Topic</th>
<th>See Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>Overview for the Chapter</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Gives number of days to study this chapter;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bible verses; Areas of study; Field Trips,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Art, Health</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>For Your Information</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Background information; amount varies;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>not always for every grade; use as needed</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>Bible Lessons</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Bible lessons are for all grades.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher studies, then tells the story to</td>
<td></td>
</tr>
<tr>
<td></td>
<td>her students geared to their grade level.</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>Suggested Reading List</td>
<td>15–16</td>
</tr>
<tr>
<td></td>
<td>Books that are helpful but optional...similar books will work as well.</td>
<td></td>
</tr>
<tr>
<td>Gold</td>
<td>Kindergarten assignments</td>
<td>17</td>
</tr>
<tr>
<td>Hot Pink</td>
<td>First Grade assignments</td>
<td>21</td>
</tr>
<tr>
<td>Pink</td>
<td>Second Grade assignments</td>
<td>29</td>
</tr>
<tr>
<td>Blue</td>
<td>Third Grade assignments</td>
<td>39</td>
</tr>
<tr>
<td>Yellow</td>
<td>Fourth Grade assignments</td>
<td>47</td>
</tr>
<tr>
<td>Green</td>
<td>Fifth Grade assignments</td>
<td>55</td>
</tr>
<tr>
<td>Orange</td>
<td>Sixth Grade assignments</td>
<td>63</td>
</tr>
<tr>
<td>White</td>
<td>Vocabulary words</td>
<td>73</td>
</tr>
</tbody>
</table>
White Health and Safety see page 74
Actual lessons to be shared throughout the chapter.

White Field Trip suggestions see page 75
Optional but add to student's well-rounded education

White Observation / Art Projects see page 77
Always related to the topics in the chapter, optional but fun!

White Memory Verses see page 80
Several options given. Choose one or a partial for each student.

...this Day by Day is Greek to me...

STEP FIVE: Time to familiarize you with the Day by Day. It is not as scary as it looks. Pages 16–18, titled “How to Read a Day by Day Page,” are meant to help you understand the Day by Day pages.

Open Teacher’s Friend to the section titled DAY BY DAY CHAPTER. Notice that each Day by Day chapter starts with an introduction to get you started. Each introduction also includes a Book List with ideas for helpful resources and good reading. There is a section called Unusual Supplies, as on page 3. This is to let you know ahead of time if something other than a normal school supply is needed. Your Day by Day also schedules the Wisdom Words grammar, and has space for you to keep track of Math and Reading assignments.

After the introduction, Day by Day guides you with suggestions for each day’s study. Using the diagrams, pages 16–18, let’s look on page 5 of the Day by Day Chapter 1.

1. See that the Bible Lesson is for all ages, so no specific grade is given. You review the lesson, then teach it geared to the age of your students. The Bible verse you will be using is Genesis 11:4. Notice that Resource page 1 “Peanut People” is suggested.

2. Then in Social Studies, for example, 4th grade will be doing:

   OBJ. #1 (comparison-map skills)

   “OBJ.” means Objective or assignment. Since we are looking at fourth grade, Chapter 1, Day 1 Social Studies, that Objective is on yellow, page 47, in the Volume. (It is starred, which indicates it is an important assignment.)

3. On page 6, Language Arts Objectives...or assignments... are listed. Grade 2 through grade 6 will be doing the “Name That City” worksheet, found in the Volume on page 38. You are allowed to make as many copies as you need.

4. Books and Supplies are listed, including all supplies, not just unusual supplies. Next to the supply, the grade doing that craft or project is listed. For example, “Drafting Paper” is needed by fifth and sixth grade.
"5. Creative Writing ideas are one of the best bonuses of the Day by Day. These are ideas for the student when they say, "I just can’t think of anything to write about." They are optional.

6. Wisdom Words grammar assignments are so easy to follow using the Day by Day as a guide. Grammar doesn’t start until Chapter 2 or 3 in each Day by Day, in order to give you time to adjust to the curriculum. (See page 38.)

7. Memory Verse, Spelling, Math and Reading, all have spaces for you to record what your students are working on. (See page 7.)

We hope that the three pages of Day by Day diagrams helped you feel more comfortable with this lesson planner. And that is all that it is… a lesson planner, to save you time and help you schedule The Weaver Curriculum. A typical schedule for a K–6 home school might be:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 AM</td>
<td>Opening Prayer</td>
</tr>
<tr>
<td></td>
<td>Pledge of Allegiance</td>
</tr>
<tr>
<td></td>
<td>Bible lesson</td>
</tr>
<tr>
<td>9:20</td>
<td>Science or Social Studies (time varies)</td>
</tr>
<tr>
<td>10:00</td>
<td>Wisdom Words AND Language Arts OR Creative Writing</td>
</tr>
<tr>
<td>10:30</td>
<td>Recess - Physical Education - snack</td>
</tr>
<tr>
<td>11:00</td>
<td>Math</td>
</tr>
<tr>
<td>11:30</td>
<td>Art or Observation Project or Health</td>
</tr>
<tr>
<td>12:00</td>
<td>Penmanship - Memory verse - Spelling - Vocabulary</td>
</tr>
<tr>
<td>12:25</td>
<td>Assign the day’s reading - may be done afternoon or evening</td>
</tr>
<tr>
<td>12:30</td>
<td>Closing Prayer</td>
</tr>
</tbody>
</table>

After lunch, a great time for short Field Trips.

...so what is this Wisdom Words?...

We keep mentioning Wisdom Words…let’s look at it. Wisdom Words is a complete grammar and composition for grades Kindergarten through sixth. It is very easy to use as lessons progress in order, front to back. Each grade has its own color. Spend a short time looking through the assignments, checking out the grades you will be using. Your Day by Day will tell you when to do the Wisdom Words assignments. They are not even scheduled until the third week or later in order to give you time to get more familiar with the materials. Everything is covered for a complete grammar…you don’t need to supplement with anything else.

The assignments are easy. And each year builds on what is learned the year before. By the sixth grade, students are familiar with grammar and writing reports, have made their own dictionary, used a thesaurus, and started basic sentence diagramming. Students keep their own notebooks and use their own writing as samples.

An example: First graders learn nouns, sentences, punctuation and more. Often, activities are used to help the students learn the concepts. Look on page 54. It is hot pink, for first grade. The assignment is “Introduction to Nouns.” Several ideas for activities are listed, including a “noun hunt” and “creating a word box.” If you want to look in the Day by Day, go to Chapter 2, page 90. Under the section titled Wisdom Words, see the listing for first grade...

1: Page 54 (introduction of nouns)

This is where the Day by Day schedules the Wisdom Words assignment. As you use The Weaver Curriculum, the Day by Day will tell you exactly which day to do each Wisdom Words assignment.
...and finally, *Skills Evaluation*...

*Skills Evaluation* is a handy tool that:

1. ...reassures the teacher that everything necessary is being covered.
2. ...evaluates each student, placing them in a grade level.
3. ...indicates any gap in individual learning areas.
4. ...is easy to use. Each grade has its own section in *Skills Evaluation*. It is meant to be used at the first of the year, mid-year, and toward the end of the year.

Most of the evaluation questions can be answered by the teacher without the student being present. When a student has mastered an area, simply put their initials. You might use a different color of ink for each of your children so that you can use one *Skills Evaluation* all through grammar school. Take a minute to look it over, especially reviewing your child’s grade area. This would be a good time to actually evaluate each of your students, going through *Skills Evaluation*, checking off skills they have mastered. Remember, they will spend the year trying to accomplish every skill in their grade level. It is only at the end of the year that it is important that as many skills as possible are mastered.

...so now what?...

OK. You have read *Teaching Tips & Techniques*, read the Introduction to the *Volume*, put the *Teacher’s Friend* together, checked out how the chapters are organized, reviewed the *Day by Day* and learned its peculiarities, reviewed *Wisdom Words* and *Skills Evaluation*...if you are still with us, Congratulations!

Now we will put it all together. Sit with your *Teacher’s Friend*. Pray about the two weeks ahead. Remember, God is in charge...always.

**ONE, TWO, THREE**...just do it!

**ONE** Using the *Day by Day* pages, sit and plan your Chapter 1. Read the Unit Preparation pages 1–4. This is preparation for the two weeks of Chapter 1.

1. Use a pencil. Fill in the date for each day of Chapter 1. Using a pencil allows for change, and there is always a change somewhere!

2. Make vocabulary cards, only choosing words that match the abilities of your students. Vocabulary words are in the VOLUME CHAPTER section page 73. Older students may look up their own definitions. If you want your students to do the puzzle, you may copy it.

3. Note which books are suggested on page 2. Remember, they are just “suggested.” If you have purchased any resource books, set aside the one you will be using. If you plan a library trip, take this page with you. You might not find these exact books but any books on the same subjects will work well for resource material.

4. Note “Unusual Supplies” on page 3. Since you will be studying map making, there are several maps listed. Most of these, you will use over and over again all year long. Drafting paper is used by older students to make maps of their own neighborhood.

5. Note that there are art or “Observation Projects” on Day 5, 7 & 9. You may choose all, or some, or none! It is up to you. But be sure you have the supplies you need for the ones you choose.

Now would be a good time to review the Bible lessons, pages 11–14 in the VOLUME CHAPTER section. This way, you will know ahead of time what lessons are included in the chapter.

**TWO** We’ve looked at the Unit Preparation. Take time to look at each day to see what you will be doing.

1. Turn to page 5 in the Day by Day section. Notice that now daily supplies and daily books are listed.

2. You might use yellow highlighter to highlight the grades you are teaching. For example, if you are teaching first and fourth grades, on page 5, Social Studies, of the Day by Day, highlight:
   
   1: Obj. #1 (early map-making skills)
   4: Obj. #1 (comparison-map making skills)

   This tells you which assignments, or Objectives, your students will be doing on the first day. These Objectives are found in the VOLUME CHAPTER section, pages 21 and 47. Of course, this is just an example. You need to find the assignments for the grades you are teaching. Look at each one so you will be prepared to teach on the day they are assigned.

3. In Language Arts, most students will be doing the “Name That City” worksheet. Younger students share a story about their city.

4. Choose a memory verse for the week, again determined by the student’s ability. Memory verses are in the VOLUME CHAPTER section page 80. You may write the choice on page 7. Space is also provided to write down Math and Reading assignments. You will need to check each student’s Math and decide on their assignments for a two week period. Reading books may be related to the topic, or any book the student wants to read. Just so they are reading every day or you are reading to them every day.

   **Special Note:** If you are feeling overwhelmed, put all of this away until tomorrow. Then plan to start your school with Bible, Social Studies/Science, Math and Memory Verse. Don’t start reading, spelling, vocabulary, language, field trips, art, etc. until you are familiar with The Weaver. Then add one additional subject each week.

**THREE**....that’s it. You are ready to teach. Allow yourself to relax. You are prepared. Take it one day at a time. God Bless!
The pages of this book can be rotated under the View menu for better onscreen viewing.

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Scriptures quoted in Volume I of The Weaver are from the New American Standard Version of the Bible unless otherwise noted.
<table>
<thead>
<tr>
<th>Unit</th>
<th>Chapter</th>
<th>Theme</th>
<th>Days</th>
<th>Bible Reference</th>
<th>Social Studies</th>
<th>Science</th>
<th>Language Arts</th>
</tr>
</thead>
</table>
| One  | 1       | The City  
Evolution vs Creation | 10   | Gen. 11  
Matt. 7:24  
Matt. 5:14  
Rev. 21, 22 | Map-making  
Geologist  
Electricity  
Life in the city | Location of the city  
Compaction of soil  
Rock Formations  
Electricity/Magnetism  
Energy | Stories  
Reading  
Pantomime  
Poetry  
Letters |
| One  | 2       | Architecture | 10   | Gen. 11:1-4  
Job 38:1-38  
Psalm 89:14  
Isaiah 28:16-17  
Eph. 2:19-22 | Changes in people  
Changes in city  
Changes in building | Changes in materials  
Brick making  
Rock samples  
Precious stones  
Volcanoes | Poetry  
Sounds in home  
Acoustics  
Library skills  
Creative writing |
| Two  | 3       | Language  
Listening  
Speech | 12   | Gen. 11:1, 7, 9  
Gen. 2:18–20  
Psalm 34:1  
Psalm 10:4  
Heb. 1:1-2  
Neh. 1:1-11 | Study of foreign nation  
Speech patterns  
Communications | Sound  
Ears  
Speech | Speech habits  
Listening skills  
Pronunciation  
Enunciation  
Various skills |
| Three | 4       | History  
Family history | 15   | Gen. 11:10–26  
1 Cor. 10:11  
Isaiah 45:18  
Gen 6:8,13, 21  
Rom. 6:13  
Gen. 11:27-32 | Family members  
Baby book history  
Biblical time line  
Family history  
U.S. history  
Time in general | Science history  
Observation with all senses | Family history  
Memories book  
Family poetry |
| Four  | 5       | Moving  
Transportation | 10   | Gen. 11:28–12:9  
Jonah  
Acts 8:1  
Acts 8:26–40  
Matt. 28:18–20 | Moving  
Type of transportation | Gravity  
Specific gravity  
Friction  
Aerodynamics | Transportation sounds  
Jesus' travels  
Rebus  
Story-skit  
Concentration game |
| Five  | 6       | Famine  
Water cycle  
Rivers, ponds, oceans | 10   | Gen. 12:10  
Matt. 5:45  
Lev. 26:4  
Deut. 32:1–4  
John 4:5–30 | Famines  
Ponds, lakes, rivers  
Oceans  
Uses of above  
Uses of water | Water cycles  
Ocean life  
Fresh water life | Emotions  
Food comparisons  
Creative writing  
Thank-you letters  
Bible famine: update |
| Five  | 7       | Plants | 10   | Gen. 12:10–13:6  
Isaiah 40:7–8  
Matt. 6:19–34  
Matt. 7:15–23  
Matt. 13:3–23 | Farm life  
Botany  
Value of foods  
Plant uses | Seed-plant parts  
Identification  
Plant reproduction  
Dramatization  
Trees – poem  
Plant uses in Bible  
Thesaurus – words for plants |
| Five  | 8       | Animals | 12   | Gen. 13:5–18  
Job 12:7–10  
Job 38:39–39:30  
Prov. 6:6–8  
Matt. 6:26  
Romans 1:20 | Uses of animals  
Care of animals | Animal varieties  
Animal tracks  
Animal reproduction  
Animal dissection | Animal alphabet  
Riddles  
Imaginary slide show  
Birds in literature |
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<th>Money Stewardship</th>
<th>11</th>
<th>1 Cor. 10:6</th>
<th>Money and its uses</th>
<th>Metals in coins</th>
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<td>Solar System</td>
<td>22</td>
<td>Gen. 15:5</td>
<td>Astronomers</td>
<td>Stars/constellations</td>
<td>Legends Biblical references</td>
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<td>Gen. 1:14-19</td>
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<td>Sun poetry Feelings of astronaut</td>
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<td>Gen. 1:16,19</td>
<td>Light</td>
<td>Sun and planets</td>
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<td>Covenant</td>
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<td>Gen. 15:7-21</td>
<td>Character Sketches</td>
<td>Review</td>
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<td>Eight</td>
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<td>Human body</td>
<td>26</td>
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<td>Individuality Rhymes Feelings</td>
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<td>Eight</td>
<td>13</td>
<td>Isaac and Rebekah</td>
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<td>Character sketches</td>
<td>Academic</td>
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<td>14</td>
<td>Deceit of Jacob</td>
<td>5</td>
<td>Gen. 28:10-22</td>
<td>Satan/deceit</td>
<td>Optical illusions</td>
<td>Integrated</td>
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<td>Joseph Insects</td>
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<td>Slavery</td>
<td>8</td>
<td>Gen. 47:13-26</td>
<td>Slavery in history</td>
<td>Machines that replaced slaves</td>
<td>Emancipation Proclamation and other addresses</td>
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<td>Gen. 48:27-50:26</td>
<td>Civil war</td>
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<td>3760</td>
<td>Worldwide Catastrophic Flood: All known life obliterated except for Noah and those on the ark. (It should be noted that cities existed previous to the flood. The people were skilled in music and metals – see Genesis 4:21-22.)</td>
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<td>3500 to 1200</td>
<td>Sumeria and Babylonia • Settle on the site of city of Babylon (tower of Babel) • Babylonian influence predominant in Mediterranean • Sumerian writing done on clay tablets • Multi-colored ceramic was made in Russia • Economy of Sumerian cities is based on agriculture and husbandry • Sumerian poetry, first epic tales of Gilgamesh • Sumerian chief deities are Mother Goddess Innin and her son Tammuz; similar divinities worshiped by Egyptians, Hitties, Phoenicians, and Scandinavians • Sumerian numerical system based on multiples of 6 and 12 • Sumerians grow barley, bake bread, make beer; metal coins begin to replace barley as legal tender • Epic poetry in Babylonia celebrates recreation of the world • Map of Babylonia • Babylonia uses highly developed geometry as basis for astronomical measurement; knows signs of the zodiac • Babylon becomes capital of the empire due to the shift in the course of the Euphrates River • The Hittites attack and plunder Babylon • Hammurabi, king of Babylonia, reunited kingdom (18th century BC) • Code of Hammurabi includes guidelines for medical practices (including eye surgery) and permissible fees, criminal law • Decline of Babylonian Empire under Hammurabi’s son, Samsuiluna</td>
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<td>2389 to 1533</td>
<td>China • Beginning of “Sage Kings” in China • The Chinese court musician Linglun cuts the first bamboo pipe • China has five-tone music scale • Beginning of systematic astronomical observations in China • Yao dynasty in China (to 2300) • Shun dynasty in China (2350) • Painted and black pottery in China • Equinoxes and solstices determined in China; lunar year of 360 days changes to variable sun-moon cycle • Shang dynasty in China (176-1122)</td>
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<td>2000 to 1200</td>
<td>Egypt • White painted pottery • Harps and flutes played • Copper alloys used by Egyptians melting of gold and silver known • King Menes the Fighter unites Upper and Lower Egypt • First and second dynasties in Egypt • Earliest known numerals in Egypt • Plowing, raking and manuring in Egypt • Old Kingdom of Egypt, third to sixth dynasties (2151 to 2294) • Pepi’s papyrus, “Instructions to a Son,” one of the earliest preserved literary documents • Cheops, king of fourth dynasty (2700-2675) • Weaving loom • Glass beads in Egypt • Cheops pyramid at Gizeh • Egypt ruled by Hyksos (2200 to 1700) • Dynasty of Pharaohs in Egypt (2200-2250) • End of Old Kingdom and beginning of Middle Kingdom, eleventh and twelfth dynasties (2100-1700) • Isis and Osiris cult in Egypt (resurrection from death) • Egyptians discover use of papyrus • Egyptian ships import gold from Africa • Fir • African Pygmies appear at the Egyptian court • Egyptians in control of Crete and the Aegean Islands • Egyptians use alphabet of 24 signs • The “Story of Sinuhe,” oldest form of a novel, written in Egypt • Egyptians use knotted rope triangle with “Pythagorean” numbers to construct right angles • Liberation of Egypt from Hyksos rule by Amosis I marks beginning of New Kingdom (1575 to 1200) • Eighteenth dynasty brings Egypt to height of its power and achievements • Amenhotep I (1550 to 1530) probable Pharaoh of the Exodus • Contraceptives used in Egypt • Mercury used in Egypt</td>
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<td>1533 to 1200</td>
<td>Other Nations • Excavations show that Jericho was oldest inhabited city • First Date in Mayan Chronology is 3372 • Bronze age in Bohemia • Temple at Ubaud and tomb of Mes-Kalam-Dug built near Ur, Chaldea • Potters Wheel used in Mesopotamia • Linen is produced in the Middle East • Phoenicians settle on Syrian coast • Settlements in Crete • Earliest Trojan culture • Mismannadda, king of Ur, first recorded ruler in Mesopotamia • Early Minoan period in Crete • Building of Sakkara pyramids • The Hittites, Indo-European tribes from Asia Minor, join together in a single kingdom • The Greeks move from the shores of the Caspian Sea toward the eastern Mediterranean • The Hittites attack and plunder Babylon • Hittite attacks on Syria • Stonehenge, England, is center of religious worship • The oldest palace in Mycenae • Elaborate royal tombs in Middle Europe • Reports of first trumpets being played in Denmark • Minos palace has light and air shafts, bathrooms with water supply • Trade routes spread from eastern Mediterranean through Europe</td>
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⇔ Biblical dates determined by the Works of James Ussher, Bishop Lloyd, Dr. Anstey. Based primarily on the work of Philip Marro, The Wonders of Bible Chronology. All Dates are B.C.
Suggested Steps for Using The Weaver

The Weaver is an application method of teaching a complete Grammar and Composition. In addition to these three items, you should purchase Teaching Tips and Techniques, Skills Evaluation, and Selections.

Above and beyond the five books listed above, a resource set is available for each volume. If you cannot get to a library, or if you choose to use your time more wisely, the resource sets available will provide you with the teaching resources you need. There are also excellent resources available through The Weaver for other subjects, such as Math, Phonics, Spelling and more! We have several choices for readers, videos, games and more! There is no reason for your home educator experiences.

The Weaver is now international. We have a staff of writers and editors, secretaries, office managers, shipping managers, sales representatives and resident grand parents (who provide the love and support both we and our children need). Without any one of these, we could not accomplish the burden the Lord has given. Yet, at the heart of the Weaver is our home: Our home to begin with, and then your home.

The Weaver is forever a work in progress. When we began, we had only one volume. Each family did their own lesson planning. We had not yet even completed a teacher's manual.

Now, 12 years later, the product has developed into a defined program. The years of testing have been no further than a personal level. Now, we are in the second year of The Weaver. If this is your second or third year with us, welcome back! Our goal is to provide resources that will help you start teaching a complete Grammar and Composition. In their first semester of college, Kaiya and Ryan took four subjects each. In every subject, they had more than adequately prepared them, physically, mentally, academically and spiritually.

From a personal level, I know the success we have achieved has been because of the philosophy of our family personally. As we write this, our two oldest children have graduated from our home school, having done this, you are ready to begin walking the road to success.

With our prayers for your home,

Becky Avery (Author of The Weaver)
February 1997

The Weaver has always been a success, as a ministry, academically and for the friendship of God. God is indeed in control of our education and that His Word is more than adequate for education. And from a personal level, I know that I would like to thank you for purchasing The Weaver. If this is your second or third year with us, welcome back! Our goal is to provide resources that will help you to be successful in your home school.

And if you should have questions? Call us! While we are a fast growing company, we are still not a large company. For not having planned it to be a business at all, that's a jumpy beginning for most of us. We have a staff of writers and editors, secretaries, office managers, shipping managers, sales representatives and resident grand parents (who provide the love and support both we and our children need). Without any one of these, we could not accomplish the burden the Lord has given. Yet, at the heart of The Weaver is our home: Our home to begin with, and then your home.

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Becky Avery (Author of The Weaver)
February 1997

The Avery family worked for many years to make The Weaver Curriculum what it is today. In 1998, the Avery's moved to new ventures and The Weaver became a sister company to The Weavers. Although the name remains, the goal remains the same: to provide the best in home education.

The Weaver is always The Weaver's primary interest. This is the core curriculum. It is the heart of Bible, Science, Language Arts, Music, Health, Safety, Field Trips, Vocabulary, Art and Memory. It is a complete, self-sufficient, and self-educating program. The Weaver is now available as a complete curriculum. It contains specific references to our Resource Set. It is always keeping in mind that of most interest, Word's First.
Introduction

C. S. Lewis stated it well when, in a preface to his book Reflection on the Psalms, he wrote:

“This is not the work of scholarship. I am no Hebraist, no higher critic, no ancient historian, no archeologist. I write for the unlearned about things in which I am myself unlearned. If an excuse is needed (and perhaps it is) for writing such a book, my excuse would be something like this. It often happens that two school boys can solve difficulties in their work for one another better than the master can. When you took the problem to a master, as we all remember, he was very likely to explain what you understood already, to add a great deal of information which you didn’t want, and say nothing at all about the thing that was puzzling you … The fellow-pupil can help more than the master because he knows less. The difficulty we want him to explain is one he has recently met. The expert met it so long ago that he has forgotten.”

Our purpose for writing is to create a course of study specifically for the parent and child involved in independent study in the home. The Weaver Curriculum is based upon three precepts:

1. The Word of God is complete for our education and the education of our children (II Timothy 3:16-17). Although reference books are suggested, the Word alone is not only the final authority, but the base from which we teach. The Weaver is written following the chronological time-table of the Scriptures. We believe that since God chose this method of instruction and order for His book, it is wise to follow this style.

2. Effective teaching is a natural process (Deut. 6:6-7). Our children will receive a superior education from examination and discovery of the principles that govern our world, therefore, we integrate active learning in the academic portions of education. However, we also believe there must be a balance to the weaving of our children’s lives, and so we suggest some seat work for discipline of the mind and body.

3. It has been stated that the goal of education is changed behavior. While this is true to some extent, there must be involvement of both the teacher and the student in the application of Scripture for this goal to be accomplished. Because God’s Word is the perfect mirror, we often will see ourselves in need of His Grace as much as we see the needs of our children. The Weaver has been written with the needs of the teacher in mind, as well as the needs of the child. We have included information for the teacher for good teaching techniques and a section with each chapter entitled For Your Information written expressly for the teacher. Detailed information is also provided within the directives.

Our goal in writing The Weaver was to create a curriculum, based upon Scripture, which was suitable for the multi-level home school. The needs of the home school are unique. If an equation were to be written for the home school, it would read something like this:

1 unique individual + developmental stage + academic level + daily mood swing (1 + 1 + 1 + 1 = 4), x the number of children in home (4 x 3 = 12) + 1 individual busy mother, + 1 individual father providing a single household income in a two-income world (12 + 2 ) = the home school!!

Viewing such a formula, the average mother feels like taking a nosedive in self-pity. Resist the urge. With a few pointers and ideas, you CAN successfully navigate the treacherous waters of home education, and emerge unscathed with many wonderful memories.

Scheduling School

A factor primary to successful home education is the creation and maintenance of a school routine. Without a schedule, school is reduced to a catch-as-catch-can syndrome, and the child’s education suffers greatly.

A definite starting time is essential. The actual time is dependent upon your family’s schedule. It is wise to set a starting time that meets your physical rest needs. To plan to begin school at 7:30 a.m. if you are a late-night worker, is to invite havoc, as is to delay starting school until the house is perfect and all the day’s work is completed. A medium point must be reached. When you have settled on a beginning time, be diligent in keeping the appointment. Mentally treat the starting time of school as you would the starting time of a job outside the home. Be prompt and prepared. If necessary, set a timer to keep yourself on schedule.

When you have set the time for school to begin, inform your students of your expectations for their being on time. In our home, we have been very serious about being on time for school to start. The children are required to be up, dressed, their breakfast eaten, and their beds made before school begins. Should they fail to complete their work due to lack of diligence, and are late to school as a result, their bedtime is moved forward by ten minutes for every one minute they are late. It has only been necessary to enforce an early bedtime once. They have learned to be on time, and to plan to complete their work before school. In the event of an unforeseen interruption, the starting time can be delayed. However, this should be an exception to the rule, and not a regular practice.

Scheduling your school time is easily accomplished. Teaching Tips and Techniques, available through The Weaver Curriculum, contains information on how to schedule the time spent in school.

"Reflections on the Psalms, C. S. Lewis."
The following time frame has worked well for our school:

7:00 a.m.  Wake up, prepare for day, private prayer, breakfast, pick-up throughout house

8:30 a.m.  Morning walk

9:00 a.m.  School starts with prayer, pledge, and opening praise, followed by a Bible lesson

9:45 a.m.  Multi-level teaching of either Social Studies or Science

10:30 a.m.  Spelling lessons

10:45 a.m.  Children are divided into individual work areas, such as, Arithmetic, Language Arts, Phonics or Penmanship. See Teaching Tips and Techniques for information and planning charts.

12:30 a.m.  School is out. The afternoon is open for special projects, trips, or life skills. This frees the parent for other tasks that must be accomplished.

We suggest you divide the time spent between the academics to be studied, providing for a stopping point, just as you did a beginning point. Once you have established the time frame of your school, and an approximate time frame for each subject, you can then work your plans.

Planning in Detail for a Lesson

I was twenty-five when our first baby was born, and nervous at the thought of caring for such a tiny bundle. We had asked my mother to help until I became more confident. Knowing all about babies and having a special interest in this one, she lovingly taught me how to care for Kaiya. During the first month I kept in constant touch with her, continually checking to be sure I was providing the best care possible for our little darling. The second month recorded fewer calls for help. And by the third month I was experienced and confident enough to parent without continual help.

Lesson planning is much like the experience of a first baby. When you begin you know little about it and it can seem overwhelming and frightening.

Concerned about parents who become overwhelmed at the prospect of lesson planning, in 1990, The Weaver created a method to help. Entitled Day By Day, we now have a book that has detailed lesson plans for each volume. It takes you step-by-step through each chapter, detailing what you need to know previous to teaching each unit, which lessons to do each day, which pages of the Resource Set to use, which objective in Words to do, a creative writing idea for the day, and supplies (if any) needed for the projects. There is a Day By Day for each volume of The Weaver. This book frees you to spend your valuable time teaching instead of planning.

You may choose to plan your own lessons without a Day by Day. The following is a quick overview of how to do that. You will find detailed information on this subject in Teaching Tips and Techniques. Please note that it is the author’s opinion that Teaching Tips and Techniques should be read before beginning to teach with The Weaver. We want you to be successful and have given you the tools to success within the Teaching Tips book.

Lesson Planning on Your Own

Do you remember the first meal you ever cooked? Although I would like to forget, I remember that day vividly. My parents were gone for the day and had planned on returning home just before supper. I decided I could fix supper myself, and therefore earn a hero’s applause for my efforts. A common supper would not do, of course, so I promptly made homemade noodles. I cooked vegetables, placed the noodles on to cook, and prepared the fruit salad. The table was set, and when my parents arrived home, we sat down to eat. I passed the main course to Daddy with great pride. He took one bite and nearly choked. For all my efforts, I had forgotten to flavor the noodles. You can imagine how noodles taste without having been cooked in stock. The glue factory would have welcomed the results.

So, what does a failed cooking experience have to do with lesson planning? Lesson planning is accomplished in the same way in which you plan a menu. You first decide what you will serve (the lesson goals in this case), how you will serve it (your teaching techniques or activities), when you will serve it (on which day you will teach this particular lesson), what you need to serve the meal (what references are needed), and where you will get the ingredients for the meal (do you need to go to the library?) Just as there is a sequence you need to follow in cooking, there is also a sequence you need to follow in lesson planning. Just as your first few meals took seemingly forever to prepare, while now cooking a meal is second nature, so lesson planning may take longer at first, but later will become second nature to you.

Teaching Tips and Techniques instructs you to plan your lessons prior to the day of the lesson. This is a very important factor. You need this “incubation” time to collect the necessary ingredients for your lesson. This time is also well spent in prayer. I cannot begin to recount the unexpected educational blessings that we have received because we committed the lesson planning to the Lord. Being consistent in lesson planning requires discipline in our lives. It is not easy to gain, but it is worth the effort. Be diligent in planning ahead.

As you sit down to plan for lessons, you will need to prepare an area in which to work.
4. You may vary the order that you plan the next activities. I generally plan according to our routine for the school day. Since I teach Social Studies or Science following the Bible lessons, I plan those activities next. Because Social Studies and Science are generally activity oriented, I alternate the days I teach each subject. This allows for five lessons in both Science and Social Studies during a two-week period. In the column next to Bible, I write in the activity choices, chosen one to do, and how I think some activity options are choice-oriented. It is not intended that you do all of them.

When teaching more than one child, there are some important points to remember. First, some subjects can be taught best to one age level. Some multi-level activities are easily taught multi-level. Second, there is a formula that works well for multi-level teaching. Determine the bounds of the information you wish your children to receive. For example, I will take an activity that the Kindergartner knows is the temperature of the water cycle. Therefore, I am to teach the actual lesson. I will begin with the basic facts that the Kindergartner should know. Provide a BIBLE WORKBOOKS FOR THIS LESSON. This will reinforce each activity for a sample Science Workbook. Explain to the child that scientists always keep accurate records. After Social Studies and Science have been planned, the field of Language Arts is included. The field of Language Arts includes reading, writing, speaking, listening, and Respect. I would write a sentence that the child I am teaching to study. I will introduce my children to the history behind the words I am teaching. I will do this by beginning with a translation process of the subject. For more information on introduction of subject, see Introduction to the BIBLE LESSON. You will find these facts in the BIBLE LESSON. Any supplies that are needed to implement the lesson should be noted on a separate list.

5. After Social Studies and Science have been planned, the field of Language Arts is included. The field of Language Arts includes reading, writing, speaking, listening, and Respect. I would write a sentence that the child I am teaching to study. I will introduce my children to the history behind the words I am teaching. I will do this by beginning with a translation process of the subject. For more information on introduction of subject, see Introduction to the BIBLE LESSON. You will find these facts in the BIBLE LESSON. Any supplies that are needed to implement the lesson should be noted on a separate list.

6. Our writing takes place in harmony with, and incorporates, our memory verses. I have chosen a memory verse for each memory section. After you have placed a title on the BIBLE LESSON, fill in the same title for the following day of your lesson plan. After you have studied the Bible lesson for the first day, have written down the Bible reference, indicate your main concept. I wish to ensure the mind will not wander, I will highlight any words I feel need to be explained. I also jot down notes concerning the lesson. These may consist of notes on a TINGS TO DO LIST to remind me of important facts I will need to tell my children concerning the background of this lesson. You will find these facts in the BIBLE LESSON. Any supplies that are needed to implement the lesson should be noted on a separate list.

For Your Information

When teaching more than one child, there are some important points to remember. First, some subjects can be taught best to one age level. Some multi-level activities are easily taught multi-level. Second, there is a formula that works well for multi-level teaching. Determine the bounds of the information you wish your children to receive. For example, I will take an activity that the Kindergartner knows is the temperature of the water cycle. Therefore, I am to teach the actual lesson. I will begin with the basic facts that the Kindergartner should know. Provide a BIBLE WORKBOOKS FOR THIS LESSON. This will reinforce each activity for a sample Science Workbook. Explain to the child that scientists always keep accurate records. After Social Studies and Science have been planned, the field of Language Arts is included. The field of Language Arts includes reading, writing, speaking, listening, and Respect. I would write a sentence that the child I am teaching to study. I will introduce my children to the history behind the words I am teaching. I will do this by beginning with a translation process of the subject. For more information on introduction of subject, see Introduction to the BIBLE LESSON. You will find these facts in the BIBLE LESSON. Any supplies that are needed to implement the lesson should be noted on a separate list.

After you have studied the Bible lesson for the first day, have written down the Bible reference, indicate your main concept. I wish to ensure the mind will not wander, I will highlight any words I feel need to be explained. I also jot down notes concerning the lesson. These may consist of notes on a TINGS TO DO LIST to remind me of important facts I will need to tell my children concerning the background of this lesson. You will find these facts in the BIBLE LESSON. Any supplies that are needed to implement the lesson should be noted on a separate list.

After you have reviewed the same lesson the next day, you will have placed a title on the BIBLE LESSON. Fill in the same title for the following day of your lesson plan. After you have studied the Bible lesson for the first day, have written down the Bible reference, indicate your main concept. I wish to ensure the mind will not wander, I will highlight any words I feel need to be explained. I also jot down notes concerning the lesson. These may consist of notes on a TINGS TO DO LIST to remind me of important facts I will need to tell my children concerning the background of this lesson. You will find these facts in the BIBLE LESSON. Any supplies that are needed to implement the lesson should be noted on a separate list.
We use border prints (paper with fancy borders) for a final copy at the end of the week, so I make a note to have my border print prepared. Masters of border prints are included in *Wisdom Words* and *Teaching Tips and Techniques*. We have granted you permission to reproduce these masters for your students only.

7. Grammar and composition lessons are provided in *Wisdom Words*, *Teaching Tips and Techniques* includes a suggested list of books, including classics, to be read at individual grade levels. I simply indicate objectives or pages to be completed from each source. These areas lend themselves well to seat work, and can guide the child to independence. Phonics and Math are from supplemental sources, and are available separately through *The Weaver*.

8. Vocabulary words are listed at the end of each chapter. These words may also be used as spelling words. Assign according to the ability and age of the child. Extra words encountered in the course of study may be added to the list. Begin by requiring the student to list each vocabulary word and a simple definition on paper, using the dictionary. Keep these worksheets in a Language Arts or Wisdom Words notebook. Allow the student time to study the words before giving a spelling test.

9. Art (or Observation Projects), Health, and Field Trips are indicated under Miscellaneous. These are areas you will not want to do every day. They may be interspersed with other plans.

10. *The Weaver* offers so many choices at each grade level, that even with the help of the *Day by Day*, planning for needed supplies is difficult. The only way to accomplish a smooth school day is to look ahead as we’ve instructed, decide on the individual assignments you will teach and make note of the supplies needed. Planning ahead negates frustration and disappointment.

11. Rule #10 also applies to books. After you have completed the lesson planning, make a list of books you would like to use. If you choose books by subject content, you will find it easy to locate what you need. Schedule a bi-weekly trip to the library as part of school. Planning will save running to the library several times a week. The older your students, the more your will need library or Weaver resource book. A note about the Suggested Reading lists in each chapter: Remember, this is a SUGGESTED list. You will never find every book in every library. If your library doesn’t have that exact book, use the call letters if they are given to find a similar book. Some of the books listed are out-of-print, but may still be found in some libraries. These lists are just to help you, to give you ideas, and to show your where to use the Weaver resource books.

12. Throughout the curriculum, students will be compiling charts and lists, definitions and illustrations. In addition to the Science Workbook, keep a large 3-ring binder notebook for each child. Add a section with divider each time a new subject is studied. Work from the entire school year may be organized in the binder.

For more information on how to teach, we suggest *Teaching Tips and Techniques*.

In order to have a successful home school, resource books and tools must be provided for the students. We suggest a basic home library including: a good dictionary, a thesaurus, a Bible dictionary, a Bible atlas (*Atlas of Bible Lands* by Hammond is excellent), maps of your state — regular and topographical, a map of the United States, a globe, a small microscope, a map of the world, *The Weaver* resource books plus any exciting helps you might find along the way. Also, though expensive, a set of encyclopedias would be an invaluable teaching tool. Keep a full supply of blank paper, writing paper, notebook paper, pens, pencils, pencil sharpener, crayons, rulers, markers, posterboard, construction paper, tape, glue, stickers, magnifying glass and scissors appropriate to the age of your children.

It is important to remember that just as we all experienced our share of success and failure in learning to cook, we will also experience our share of success and failure in teaching. A failed lesson does not indicate the loss of the educational war upon which we have embarked. We learn by both our successes and our failures. Pat yourself on the back when you succeed. Evaluate your failures, and adjust your teaching to meet the need. In a short time you will be teaching naturally and gracefully.

**Preparing the Lesson**

There are some important facts to know and ascertain previous to the teaching of any lesson. First, the teacher needs to know what her goals are. These are determined by Scope and Sequence (called an Overview in *The Weaver*) of the curriculum and Framework. A Scope and Sequence illustrates the subject that will be taught during the year and should be laid out in a progressive pattern. A Framework details, within the subject, the level of achievement that should be met. To successfully teach, you need access to a Scope and Sequence (your curriculum should provide one) and a Framework. A Framework is available in *Skills Evaluation* through Alpha Omega Publications, Inc.

**Introducing the Lesson**

Every lesson needs an introduction. General topics are the main topics of the unit you are teaching. These topics need to be generally introduced to the child before teaching begins. In other words, previous to teaching the topic, you will want to introduce your student to the topic. For example, a trip the zoo, an experience petting animals is a general introduction to the topic of animals. The introduction period is the time in which you are attempting to tap into the knowledge the child already has gained. You are directing the child to remember what he knows. You are going to be leading your child from what he knows to the unknown, therefore it is important to establish what he knows. It is rather like taking one piece of yarn in a knitted piece and unraveling it a bit to see where the starting point is. You will then build your lesson from where the child is in his knowledge. The lead time given in the introductory period lends itself well to your further preparation for the lesson.
How you introduce the lesson will depend upon the type of material you are studying. For example, were you to have a goal of introduction to mammals, you may choose to introduce this subject by going to the zoo, noticing the animals and pointing out to your child that certain animals have hair, while others have scales. In your discussion of the day, you will gather information from the child as to what he knows about mammals. In general, the field of Language Arts lends itself to introduction very well. The Language Arts field contains the elements of listening, speaking, reading. If the child is young and not yet writing on his own, this responsibility is transferred to the teacher. Therefore, to introduce the child to the subject, listen to the subject (listening can take place with any of the five senses) read about the subject, or take dictation from the child about the subject.

Remember: The more senses you incorporate the more the child remembers!!!

From one viewpoint, introducing the lesson simply means you are going to tell your students what you will be studying. Relaying that information with action (when possible) reinforces the information.

Teaching the Lesson

After you have introduced your child to the general subject you may begin to teach the lesson. This generally takes place in one time setting, and begins with remembering with the child the experience you used to introduce the lesson. The second step is to inform your child of the goal of the lesson, for example: You may say to the child as you begin to teach that “At the end of our study, we will know how to tell a mammal from any other animal.” This is where you tell your student(s), or lead him to discover, the facts you want him to know.

In explaining the subject matter to the student, it is your responsibility to explain the terms you are using in the child’s acquired language skills. It is your duty to teach to the level of the child. You must be clear in what you are saying. The lesson subject must be taken from what is an intangible form for the child (the curriculum books) and placed into a form in which the child can easily assimilate it. The child must relate the subject material presented to his world. Since the child already naturally does this if the material is presented through a combination of the five senses, your responsibility is to simply present the materials through the five senses.

The next step in teaching the lesson is to bring the child to an understanding of how this teaching affects the child. For example, teaching about mammals, you will need to help the child realize how mammals affect him. How is he dependent upon mammals? How does man use mammals? Social Studies naturally lends itself to this step of teaching.

The Review

Following the above steps, you may then provide free time for the young child to play. The child will naturally play about what he has learned. In younger children you will see the play take place in a play setting. In older children, Lego, computer games, or simply a discussion will lend itself to review. You may or may not provide a necessary medium. For example, in the study of mammals, you may give your child plastic mammals with which to play. There will be a time lapse after teaching before the child will integrate the lesson into play. This play time is very important, for in this period the young child absorbs and internalizes what he has learned. This is true learning. Older children also accomplish internalization by doing projects on the subject, or writing about the subject. The goal of review is for the child to express what has been presented in the lesson.

You may cap your teaching experience by asking the child how this new knowledge will affect his life. For example, in the study of mammals, you may ask your child how his knowledge of the care that God took in making mammals affects the child’s care of mammals. At this point, your teaching is completed on this subject. However, you will find that as you teach other subjects, the information your child has just learned will continue to be remembered, serving as a clustering point (see the writing section of Teaching Tips and Techniques for an example of this style) for another lesson. In other words, you have never truly completed your lesson, for living is learning.

A review of how to teach a lesson:

1. Set six month lesson goals and then weekly goals.
2. Research your daily lesson to meet the objectives you have set.
3. Introduce your lesson through a Language Arts experience or field trips or general discussion.
4. On the day of the lesson:
   a. Remember with your child how this material was introduced.
   b. Define what you expect your child to learn (objective). Tell the child what they will learn.
   c. Relate the lesson to the child’s world. Teach the child so they will learn.
   d. With your child, examine how these new facts affect him. Review what they have learned.
5. To review the lesson:
a. Give the child play time in which to incorporate new learning. The internalization process takes from one day to two weeks (depending upon the age of the child). In other words, two weeks after you have taught a lesson the young child will begin on his own to play what you studied two weeks earlier. As children progress in age, less lapse time is needed.

b. During the two week review period, you may ask your child how what he learned will affect his view of the world. This is evaluation. In doing the steps as stated above, you are following Benjamin Bloom’s Taxonomy—seven steps to how we think. You are, through application, teaching your child how to think.

Testing

The Weaver Curriculum, as with most unit studies, does not emphasize testing or assigned grades. There are many items in the Resource section that can be used for testing. But you will not be told when to test or what to test. Teaching Tips and Techniques does offer some assistant with assigned grades. The Weaver now offers a product called Pulling It Together: Review Questions. These are review questions geared to three levels: 1-2, 3-4, and 5-6 grades. The questions coincide with the volumes, going along chapter by chapter, objective by objective. One set of questions is available for each of the five Volumes. If you are interested, call you Alpha Omega Publications customer service department to order these sets of questions. 800.622.3070

Instructions for Memory Verses

The Psalmist said: “Thy Word have I hid in my heart, that I might not sin against Thee.”

Perhaps the most important part of any plan for teaching is the period in which you instill in your child the Word of God. Yes, we do teach the Word throughout the rest of the curriculum, however, in those areas we are teaching applied Scripture. When we memorize Scripture and demand it of our students, we are planting the Word of God directly into our child’s mind.

There are many promises to us concerning the Word. Foremost is the principle that God’s Word will not return void unto us. We have a promise that if we but plant the seed of His Word, God will bring it to bear fruit. And so, in our analogy of weaving, we need to constantly weave in the Word of God. It is the strongest thread with which you will work. It alone will withhold the wear and tear that life brings.

Memory work adds to our skills of Language Arts. With memorization of Scripture comes added skill in reading, vocabulary, retention, and writing.

We suggest you incorporate all of the above in your teaching of Bible verses. The following are some ways you may apply the Word.

1. Begin a memory card file. Using a recipe card file, record each verse learned under the subject being studied at the time you learned the verse. The memory verses have already been printed for you and may be found at the back of each chapter. Cut these apart, tape them on cards, and file them for quick reference. Periodically review all the verses in the box, dropping the older ones as retention of them increases.

2. Write each word of the memory verse on a flash card. Use them with a pocket chart to play memory games. First, put up all the cards in the verse. Gradually remove a word until the child can substitute the words for blank spaces, adding all the words for total memorization.

3. Put the verse to music. Using familiar tunes, sing the verse.

4. For reference of verses, tell younger children that the book is the name of the street the verse lives on, and the chapter and verse is the address of its house. Thereafter ask: On which street does this verse live? What is its house number?

5. Reward your student with praise for verses learned, and always memorize the verse you have asked the child to learn.

To incorporate writing into your memory work, The Weaver offers Penmanship to Praise, a complete Penmanship program that harmonizes the memory work of each volume with penmanship.
Incorporate Writing Into Memory Work

At the beginning of each week, have your child practice writing his memory verse. Use writing tablet paper. Have your child write the verse at least four times during the week, making certain all the words are spelled correctly, and punctuation is correct. After he has practiced several times, have him make a final copy. Using writing paper or lines drawn on paper, write out the memory verse, being certain that punctuation is correct. Emphasize the need for neat writing. Have your child make a border for his final copy of the verse, or you may use some of the prepared borders found in Wisdom Words. Below are some suggestions for borders. After he is completely done, cover his paper with clear contact paper. Sign and date the back of the page before covering it with clear contact paper also. The writing paper is now usable as a place mat, or may be hung on a bulletin board. If the child is having trouble forming a certain letter, emphasize that letter when writing the memory verse.

Border Suggestions:

- Trace pictures from coloring books. Color the pictures.
- Use a ruler to draw lattice type lines. Color as desired.
- Draw angles on your background paper. Using textured paint (a variety of tempera paints with different amounts of water added for texture), paint each section a different texture.
- Use stickers to decorate the edges.
- Illustrate the verse with a drawing.
- Practice calligraphy on the edges.
- Make up or copy poetry relating to the subject you have recently studied. Print it neatly around the border.
- Use yarn to texture the edges. Yarn may be glued in various designs.
- Use fabric cut in squares and glue in various patterns to edges.
- Experiment with sand, macaroni, rice, etc, that has been colored. Glue it to edges.
- Do vegetable printing. Take a potato (cut in half) and carve the design desired. Dip in paint and place it on the border. The paint should be relatively thick.

Bibliography

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Chapter 1: *Smith's Bible Dictionary*, William Smith, Zondervan Publishing Company, Grand Rapids. MI 49506

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Chapter 3: *Hieroglyph's*, N. Katan

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Chapter 12: *Bible Truths for School Subjects*, Dr. Ruth Haycock

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Unless otherwise noted, all Scripture quotes are taken from the *New American Standard* version of the Bible.
Suggested Resources for Volume I


A Basic History of the United States, Clarence Carson, American Textbook Committee, a five volume set, 1983-1986 3-12

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Castle, David Macaulay, Houghton Mifflin Company, Boston, 1977 3-12

Christopher Columbus, Bennie Rhodes, The Sower Series, Mott Media, 1976 3-12

Earth, Sun and Stars, Milliken Publishing Co., 1988 K-3

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Exploring Space, Milliken Publishing Co., 1986 K-12

Francis Scott Key, David Collins, The Sower Series, Mott Media, 1982 3-12

Fearfully and Wonderfully Made, Dr. Paul Brand & Philip Yancey, Zondervan Publishing House, 1980, available from any bookstore adult


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George Washington, The Sower Series, Mott Media, 1977 3-12

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Plants, Milliken Publishing Co., 1986 3-12

Pyramid, David Macaulay, Houghton Mifflin Company, Boston, 1975 3-12


Sumer and Babylonia, Milliken Publishing Co, 3-12

Susanna Wesley, Charles Ludwig, The Sower Series, Mott Media, 1984 3-12

United States Map Skills, Milliken Publishing Co., 1986 3-12

The Wall Chart of World History, Original author Edward Hull, Barnes and Noble, 1999 (Barnes and Noble have added a few evolutionary comments to the Wall Chart maps, but the original biblical timeline is intact)


The Young Naturalist, Usborne Publishers, 1982 3-8

Young Scientist, Human Body, Usborne Publishers 3-12

(The grades suggested are the authors assessment. You may use these books for any grade you choose.)
Overview

Unit 1, Chapter 1, 10 days

I. General Topics
   A. The city
   B. Evolution versus Creation in land formation

II. Multi-level Teaching
   A. Biblical Overview
      1. Genesis 11:4 – The city and the tower of Babel
      2. Matthew 7:24 – The house built on the sand and the rock
      4. Matthew 5:14 – Light of the world, a city on the hill
      5. Revelation 21-22 – The heavenly Jerusalem
   B. Additional Studies
      1. Vocabulary
   C. Health and Safety
      1. Safety laws
      2. Bike riding
      3. Pedestrian laws
   D. Field Trips
      1. City landmarks
      2. City hall
      3. City in general
   E. Art
      1. Landmark sketch
      2. Paper mache banks
      3. Clay sculpture lamps
      4. Duplication city, county, or state symbols
      5. City sketch

III. Academic Studies
   A. Social Studies
      1. Map making
      2. Geologist/city helpers
      3. Electricity
      4. Life in the city
   B. Science
      1. Location of city
      2. Compaction of soil
      3. Rock formations
      4. Electricity/magnetism
   C. Language Arts
      1. Stories
      2. Reading
      3. Pantomime
      4. Poetry
      5. Letters
For Your Information

General Information About Cities

Cities all have one thing in common – density. Even the most famous city of the Bible was noted by this characteristic. Jerusalem is built as a city that is compact together. (Ps. 122:3). The earliest symbol for a city is an Egyptian hieroglyph of a cross surrounded by a circle. The cross was representative of the centerpoint where people, power, and resources were concentrated. The circle was representative of an enclosure. In ancient cities walls were built as a boundary and for the protection of the people from marauding bands. Later, walls served only the purpose of a boundary. Even today we have a city limit, although it is not visible as was the ancient wall. The symbol of the cross remains today, perhaps in the simplicity of the intersection of a main street or in the central point for the town itself. In Jerusalem the temple served as a spiritual crossroads for three major faiths: Judaism, Christianity, and Islam. The city is also the crossroads politically (as it is the seat of the government), religiously (in England all cathedral towns are called cities), and economically.

Early Cities

The first city mentioned in the Bible is the city of Enoch, built by Cain and named for his son, Enoch. After the Tower of Babel the first city to be built was in Sumeria. From there the people spread across the earth forming other cities. The earliest cities that we have archeological evidence for are found in Egypt, Mesopotamia, and Palestine, with the oldest being the Palestinian city of Jericho. In early times fathers ( patriarchs) of the family groups ruled. However, by the time of Moses, judges and kings were in leadership. Lines of authority were prevalent from the beginning, first with Adam and later with the Patriarchs, following through to the judges, kings, and then the more complex forms of government, such as we have today.

Ur of the Chaldeans: (Homeland of Abraham)

Ur is an excellent example of the early city. Located on the banks of the Euphrates, Ur was surrounded by a wall. Oval in structure and twenty-six feet high, the wall was made of baked bricks. The homes were two stories high and had as many as seven rooms built around courtyards. There were building codes. One stated: If a house blocks the main street in its building, the owner of the house will die. If a house overhangs or obstructs the side of main street, the owner will not be glad. Ur had an estimated population of 25,000, most of which shared the occupation of farming. Evidence of barley, wheat, grapes, dates, and apples have been found, as well as the usage of sheep and goats for milk and wool. A temple called a ziggurat, dedicated to the Moon God, Nanna, dominated Ur. Rising in three tiers from a base of 200 by 150 feet to a height of 70 feet, it was topped by a shrine to the city’s deity. It had high steps leading to the top, representative of mountains in which the gods were thought to dwell.

Babylon

An exciting excavation for the Bible student is the site of Babylon, which at its height during Nebuchadnezzar’s reign, had a population of 400,000. Babylon means splendid. All ancient writers appear to agree on the fact that Babylon was vast in size and enclosed by lofty walls. Taking the lowest estimate we have for the space within the rampart area, the total is nearly five times the size of London. The city was situated on both sides of the Euphrates river, and the two parts were connected together by a stone bridge five stades (about 100 yards) long by thirty-feet broad. At either end of the bridge was a royal palace with the eastern one being the most magnificent. The two palaces were joined not only by the bridge, but by a tunnel under the water. The common homes were often three and four stories, and they were laid out in streets crossing each other at right angles. One massive gate, the Ishtar gate, guarded the entrance to the city. The gate was decorated with enameled-brick reliefs of bulls and dragons, while the walls of the avenue approaching it depicted a procession of snarling lions. Just inside were the beautiful hanging gardens, cultivated on the terraces of the king’s palace. Beyond them rose the seven-storied ziggurat, thought by some to be the tower of Babel found in Genesis 11. (1)

Jerusalem

Jerusalem stands at a latitude of thirty-one degrees, forty-six minutes, and thirty-five seconds north and a longitude of thirty-five degrees, eighteen minutes, thirty seconds east of Greenwich. It is thirty-two miles in distance from the sea, eighteen from the Jordan River, and twenty from Hebron. Its elevation is remarkable, due to the fact that it is not only on the summit of one of the numerous hills of Judea, but also on the edge of one of the highest tablelands of the country. There appears to have been two main roads to the city: (1) from the Jordan River valley by Jericho and the Mount of Olives, and (2) from the plain of Philistia and Sharon, via Ramah and Gibeon. The historian Josephus stated that the walls of Jerusalem had a circumference of thirty-three stadia — nearly four English miles. The number of towers on the old wall was sixty, the middle wall forty, and the new wall ninety-nine. The first wall was built by Solomon and David and it enclosed Zion. The second wall was built as the city enlarged in size, to the north. It was begun by Uzziah one hundred and forty years after the first wall was completed, continued by Jotham fifty years later and by Manasses 100 years later still. This was the wall that was restored by Nehemiah. The third wall was built by King Herod Agrippa.
Jerusalem had no natural water supply. The private citizens had cisterns which were filled by rain water from the roofs, and the city had a water supply, perhaps the most extensive ever undertaken. This enabled Jerusalem to endure a long siege. There were three aqueducts, a number of pools and foundations, and the temple area was honeycombed with great reservoirs whose total capacity is estimated at ten million gallons. Thirty of these reservoirs are described as having a varied depth of twenty-five to fifty feet. These reservoirs and pools were supplied with water by the rainfall and by the aqueducts. One of these, constructed by Pilate, has been traced for forty miles. Had it been in a straight line, the distance would be only thirteen miles. It brought water from the spring Elam on the south, beyond Bethlehem, and into the reservoirs under the temple enclosure.

The burial ground for the city from an early date has been where it still is today, on the steep slopes of the valley of Kedron. The tombs of the kings are thought to be in the city of David, that is, Mount Zion.

There were at least twenty-one gates to the city. The old city had about fifteen thousand people increasing to forty-five thousand people at the height of its prosperity. At festival times there is an estimate that six hundred thousand people were in the city. Scripture preserves the name of only one street, the “baker’s street” (Jeremiah 37:21). The Via Dolorosa, or “Street of Sorrows,” is a part of the street through which Christ was supposed to have walked on His way to the crucifixion. It is possible that Jerusalem is the same city as Salem first mentioned in Genesis 14:18 about 2000 B.C. The next mention of Jerusalem is in Joshua 10:1.

Factors of Change

The study of the factors that change the geology of the earth is known as geomorphology. Geologic structures are changed by climate, volcanic activity, waves, wind, glaciers, organisms (including man) and the rising and sinking of the earth’s crust. While changes occur at a predictable rate today, it has not always been so. Catastrophic events, such as Noah’s Flood, greatly changed the geologic structure of the earth. Such events must be taken into account when interpreting geological findings. The following are factors of change that occur today.

Landslides – Landslides may occur when unconsolidated sediments are layered with heavier rock. Improper cutting and filling of slopes in building often lead to landslides, as does the instability of the underlying rock and ground water. Landslides look as if a portion of the land suddenly sank into a hole, which is exactly what has happened. Landslides occur widely throughout Southern California.

Oceanic Erosion – Oceanic erosion is evidenced by wave-cut terraces. The ocean is a great force, constantly in motion, shaping the coast lines by eroding sea cliffs and depositing sandy beaches. Along rugged sections of the coast, waves carve terrace platforms across the bedrock. Longshore currents and waves carry great quantities of sand and finer sediment along the coastline, forming and reforming our beaches. Large winter waves often dramatize the carrying power of moving water by stripping sand beaches to bare rock. By late spring, small summer waves have carried in more sand, and the beach regains its familiar sandy appearance. The longshore currents also produce characteristic shore features such as the bars deposited across the mouths of rivers.

Glaciers – Glaciers are slowly moving masses of ice formed by the recrystalization of snow. The tremendous force of freezing and thawing causes rock to break. Glaciers are evident in the northern and southern poles of our world. Glaciers begin with snow. In very cold areas, more snow falls than melts. As the snow collects and remains for long periods of time, the weight of the snow on top presses the snow underneath. The pressure turns the snow into ice. As more snow falls, the bottom layer of ice begins to melt. Slowly the ice moves over the land.

There are many different kinds of glaciers. The most common is the valley glacier. This kind of glacier is a river of ice that flows down the mountain valleys. If a glacier moves out of its valley onto flat land, the glacier spreads out. This kind of glacier is called a piedmont glacier. A piedmont glacier is at the foot of mountains. This glacier will continue to move and spread in any direction. (See the illustration on page 10.)
Wind and Sand Dunes – Wind energy is caused by unequal heating of the earth’s atmosphere by the sun. Sparse desert vegetation provides no protection from wind and erosion. The sand is moved by the force of gravity and wind velocity resulting in sand dunes. Less than ten percent of the deserts of the United States are sand dunes. Barchans are beautifully symmetrical crescent-shaped dunes. The horns of the crescent point in the direction the wind is blowing, or down wind. Barchans form where wind direction is nearly constant, the sand supply limited, and the velocity not too great. If the wind shifts direction the barchan shape become unstable; one horn of the barchan may disappear resulting in a dune called a sief (Arabic word for “sword”). Dunes aligned at right angles to the prevailing wind direction are transverse dunes. These form and flourish where an abundant supply of sand is available and where the wind direction is constant and strong.

Other factors of change are trees and plants, earthquakes, rain, and rivers.
Chapter 1: Bible Lessons

Lesson 1

Bible Reference: Genesis 11. Read the entire chapter for your benefit. We will be placing emphasis on verse 4. This verse will be our reference point for the entire set of five lessons.

Bible Background: Genesis 11:1-2. From the study of the original language comes the realization that at one time all men spoke the same language, an indication of a deeper spiritual and cultural unity.

After the Flood, the region of Ararat (Genesis 8:4) was the center from which the human race began to spread upon the earth. Shinar, or Babylon, lies in an eastwardly direction from Mt. Ararat. It is still an extremely fertile land. We can easily see what attracted the people to this “broad plain.” The building of a temple-tower to a god is not unusual in the history of the region. However, everything seems to indicate that this was the first temple-tower or ziggurat to be built. The spirit of admonition to join in the building of the tower and the plans to “burn the bricks thoroughly,” point to the unity of the effort. This type of structure has remained behind that of others that were put together more hastily.

The reason for making the tower-city was to “make ourselves a name.” No expense was to be spared in doing so, even at the cost of making their own bricks. A second reason appears in Scripture also: “Lest we be scattered abroad over the face of the earth.” This breathes defiance to God, from whom the direct command to “fill the earth” (Gen. 9:1) had been given to Noah and his sons. This necessitated the scattering abroad. The people of Babylon preferred to remain together rather than obey God.

Genesis 11:5 states the intervention of the Lord into this matter. And from there the language was confused and the people scattered. We will address the language separation in Chapter 3.

Note: There is much historical information available on the civilizations of the Sumerians and Babylonians. These civilizations were the first to descend from Noah after the Flood. Any historical information you can add to your lesson about these civilizations will make the Bible lesson come alive for the child. We highly recommend incorporating information from the book *Sum er and Babylonia*, published by Milliken Publishing Co.

Application: God will accomplish his plans regardless of our cooperation or lack of it.

Illustration: Use Peanut People figures to illustrate this story. You will find some examples as to how to draw them on page 1 of the Resource Section. Background may be added according to the needs of the story. Figures may be drawn on the blackboard or paper. Peanut People are just a simple way to draw people. Peanut People may be drawn to accompany any story. Using them is similar to using stick figures.

Lesson 2

Bible Reference: Matthew 7:24-27. The house built upon the rock.

Bible Background: Read the verses preceding and following this dissertation. Jesus was telling a parable, an earthly story with a heavenly meaning. In this parable, Jesus is teaching that the hearer is as responsible as the teacher.

Living is building. We are all working on building a habitation in which we will dwell, specifically our spiritual house. The security of a building is determined by the solidity of the foundation. The imagery used by Jesus was very fitting to the part of the country in which He was teaching. In the land of Gennesaret, some of the houses were built upon jutting cliffs. It would be very foolish indeed to dwell on ornamentation in a building if the foundation was not a solid one. At first the house built upon sand would have looked as good, or perhaps better than the one built upon rock. But when the time of testing came, only the most secure remained intact.

Application: In a spiritual sense, only a life built on Jesus will remain in a time of stress. To build that life, you must be obedient to Jesus in every aspect of the Word. Only they who do as Christ teaches are on the rock.

Illustration: Construct two “houses” by folding a piece of 5” by 11” paper in thirds so as to have a roof and two sides. Turn the narrow edges under 1/4 of an inch. Place one on sand. Glue the other to a flat rock previous to teaching this lesson, allowing time for the glue to dry. As you are telling the story, let your child be the wind and storm that comes and blows on the houses. The house on the sand will collapse, while the house on the rock will remain. This story is also told on many tapes and records. If you have one, listen to it again and then have your child retell it to you. Compare the houses on the rock and sand to our spiritual lives. Jesus is our Rock and we only build on the Rock when we are obedient to him.

Lesson 3


Bible Background: Just as it is very expensive to build (and do we ever plan enough?) so it is expensive in terms of self to follow Jesus. We must die to self. Emphasize that it
is important to save for building a house and to plan for unforeseen costs, or you will run out of money before the house is complete. Perhaps the greatest waste of the story is not only that the builder was unprepared and wasted the resources, but that he failed to make a return of what was given. (See Parable of the Talents in Matthew 25:14–29)

**Illustration:** Purchase a large box of sugar cubes from the store. Draw a four-inch diameter circle on each of two pieces of cardboard. Taking two baggies, fill one with 150 to 200 sugar cubes, the other with 20. Give your child both bags of sugar cubes, and explain that with one bag he is to build a house on one piece of cardboard, and he is to use the other to do the same. He is not to add or take away from the sugar cubes in the baggies. He is to build as far as he can on each house and then leave it as it is. Stress the importance of laying the sugar cubes in an alternate pattern (as bricks are laid) and keeping the walls straight. Glue the cubes well so they will stand nicely. Be sure to use tacky glue or it won’t hold.

As the child is building, stress the importance of saving our money for what we need, not just what we want. Which of the two houses would the child like for his own personal use? Which would have the greatest resale value? Which “builder” planned for the building?

If you give your child an allowance or if your child works, we suggest you begin to teach stewardship. Whatever the amount given, stress that it must be divided into three categories: savings, tithe, and spending. A younger child’s allowance should be given in correctly divided portions so that this concept is easily understood.

**Lesson 4**

**Bible Reference:** Matthew 5:14. “You are the light of the world, a city set upon a hill cannot be hidden.”

**Bible Background:** With the sparse population of Palestine at the time of Christ (in comparison to now) a city that was set upon a hill was a focal point from many travelers. As discussed in For Your Information, Jerusalem was such a city. Perhaps it was to Jerusalem that Jesus had referenced when He gave this discourse. In Biblical times, with no electricity, often there was only one oil lamp in the household. As a result, it would be placed upon a high pedestal so it would shed its light further. Light was a valuable resource, for the oil was very costly. It was not to be wasted.

**Application:** You will be teaching on Jerusalem as a reference of an earthly city – a type of Heaven. Have your child find where Jerusalem is located and discuss how this is the city of David and the city in which Jesus was crucified. Make a reference on a map as to the location of Jerusalem.

**Illustration:** Place a lighted candle in a glass jar, and then place a lid on the jar. How long did the candle burn after you put the lid on the jar? Discuss the need for air for candles to burn. Then go into a dark room and place a lighted candle on a high shelf. This illustrates that you can see the light of a candle if it is not hidden. Would a city on a hill be seen at night? Why or why not? Is your city one that can be seen at night? Relate that our love for Jesus cannot be hidden. If we love Him, we must either shine or diminish.

**Lesson 5**

**Bible Reference:** Revelation 21:1-22:5 – You will be teaching on Heaven, the ideal city.

**Bible Background:** The apostle John was on the isle of Patmos in exile when he was given this vision of Heaven. Read the verses previous to these. We will be taking a literal interpretation of these passages.

**Illustration and Application:** The picture on page 1 of the Resource Section may be used for illustrating this lesson. If you have a set of encyclopedias, look up the various stones mentioned previous to the lesson. Illustrate the information on gemstones with any pictures available. Stress that Heaven is only important because God is present. God made this city for those who love and obey Him. Get excited about this! Let the child sense your expectant joy. Discuss how the architect and planner of a city make a difference as to the quality of the city. You can imagine how wonderful Heaven will be with God as the Master Architect!
Suggested Reading

Each chapter of *The Weaver* contains a section entitled **Suggested Reading**. These are books drawn from the public library that may be used to supplement the topic being studied. They are optional. This list is not intended to be a complete list. **It is only to be used as a guide.** Should you be unable to locate these books indicated in your city’s library, other books on the same topic may be substituted. We have included the Dewey Decimal System numbers for the books so that you may locate the topics. You will save much time and frustration if you will learn the sections of your library. Then when you have a subject to research, you may go to that section, pull out the books you need, decide which you want to use, and take them home. In this way you are in the library a maximum of twenty minutes.

In choosing which books will accommodate your study, age plays an important role. Younger children need books that are well-illustrated, while older children will need books with a clearly-defined content. My favorite section of the library is the juvenile section because the concepts are written on such simple levels. Even those new to teaching can comprehend the information necessary to transmit to the student.

While we do suggest many library books and recommend the child be exposed to library research, we do so with hesitancy. There are many books in the library that are purely humanistic in their content. While an older student can determine concepts that are in opposition to Christian teaching, a younger student cannot. Take care in your choice of resource books. Always preview a book before your child reads it. Who is the publisher? The author? Choose several pages at random and read a paragraph or two. Also, check the table of contents.

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**Chapter 1: Suggested Reading**


301.36 The City, Yesterday, Today, and Tomorrow, Emrys Jones and Eleanor Van Zandt, Doubleday and Co. Inc., Garden City, N.Y. 1974. (For the teacher – excellent illustrations)

Electricity and Magnetism, Milliken Pub. Co., St. Louis, MO, **3–9**

*U.S. Map Skills*, Milliken Pub. Co., St. Louis, MO, **3–12**

*Summer and Babylonia*, Milliken Pub. Co., St. Louis, MO, **3–9**

*Geology*, Milliken Pub. Co., St. Louis, MO, **3–9**


Young Scientist Human Body, Usborne, **K–9**

First Book of Nature, Usborne, **K–3**

Map Skills/Outlines, Milliken Pub. Co., **3–6**

Where Does Electricity Come From?, Usborne, **K–2**
Chapter 1: Social Studies

Grade K

1. Objective: Child learns early map-making skills and understands that drawings represent actual items in room. Introduction to fact that the room is in the home, and the home is in the city.

Activity: Help your child make a drawing of his room. Lie on the floor in the doorway of your child's room. From this position, note with your child the walls, windows and doorways of his room. Then, referring your child to one wall at a time, note and record the furniture on each wall. Drawings do not need to be exact.

Questions: From where we are, what furniture is on the left wall? The wall across from us? The right wall? The wall on which your door is? Your drawing is called a map. You have made a map of your room. Your room is in your house, and our house is in the city. People use maps of a city to tell them where they are and where they want to go. A map of a city looks like a lot of lines but it really tells people where things are, just as your map shows where things are in your room. Show the child a map of his city, or if you live in the country, the city in which you shop. Relate the map of the city to the map of your home. Explain that both are maps, but one is a different view than the other.

2. Objective: Child gains a general understanding of where he lives in comparison to the location of other family members in the United States.

Activity: Purchase or make a map of the United States. A simple outline will suffice. The map should include the outline of the states. Mount the map of the United States on the wall. For a three-dimensional effect, see page 2 of the Resource Section. With tacks, mark the location of your city and the location of family and friends in other states. Beside each tack, place a picture of that family.

Questions: In what state do we live? Show me where (name of person) lives? The state you are pointing to is (name). All of these states (point to boundaries) are part of the United States. The United States is made up of 50 states. Each state has many cities in it. (insert name) lives in the state of _____, but she lives in the city of _______.

3. Objective: Child becomes familiar with different service jobs of city people. This teaching should include specific jobs that help city people.

Activity: (1) Discuss various jobs of city people, especially noting jobs of service. (2) Discuss how the postal carriers, newspaper producers, telephone operators, policemen, firemen and sanitation workers help us. (3) Dramatize a specific workers job. (4) Read to your child about these jobs. (5) Information from library books will aid your child in his acting.

Questions: What type of job would you like to do when you are grown? How will this kind of work help people? There are many people who help those who live in a city. (Name some jobs and how they help you.) Choose one job and let's pretend to do that job. What time does the worker go to work? What equipment does he need to do the job? Does he have help on his job? What kind of clothes does he wear? How does his job help city people? Does this job pay very much?

Note: The answers you receive to your questions will tell you how much of your teaching the child has retained.

4. Objective: Child is introduced to geology, a geologist, and the care that must go into choosing a building site.

Activity: A geologist is someone who studies the formation of the earth. Geologists make sure that the land to build upon is stable. Going outdoors, pretend to be a geologist. Look at the soil. Spray water on some soil, leave other soil dry. See which soil compacts easily. Explain to your child that a geologist has to be sure the building will not fall down because of the land upon which it is built.

Questions: Which soil is rocky? Which soil is sandy? Which soil would be better upon which to build? Did the man in the Bible story The House On The Rock consult a geologist before he built? Should we consult a geologist before we build?

5. Objective: The child is introduced to the needs of city people, especially food needs.

Activity: Consider the farm products of your area. Drive by the fields and discuss what is grown there. Trace the product from the farm to the shelves of the city supermarket. Where does other food grow that is eaten by city people? How do they get it to the shelves? Discuss the money that is derived from local goods and products and how that helps the people live.

Chapter 1: Science

Grade K

1. Objective: Child compares the land formation of Babylon (a plain) with land formation where he lives. Child becomes familiar with terms mountain, plain, hill, and valley.
Activity: Take your child to the highest point of your city. Your city is built upon a certain land formation. Discuss terms such as *mountain*, *plain*, *hill*, and *valley* when discussing where you live. Explain the terms as you see the formation.

★ 2. **Objective:** Child discovers that soil contains sand, rocks, and clay. Child identifies each.

**Activity:** Gather soil samples from different areas of the neighborhood. With a magnifying glass, look at the soil. Point out to your child the sand, rock, and clay in the soil. Mount samples of each on a posterboard for display. Spread a small rectangle of tacky glue on the posterboard. Sprinkle the soil sample to cover the glue. Cover well. Tap to press into the glue. Let dry, then take outside and shake off the extra soil. It would be easiest to plan ahead and label the posterboard before gluing on the soil samples.

**Questions:** Of what does soil consist? (Answer: Soil consists of sand, rock, and clay). Show me the sand in the soil. Show me the rocks in the soil. Show me the clay in the soil.

3. **Objective:** Child becomes aware that water affects the composition of sand and clay and does not easily affect the composition of a rock. Child determines which medium would be the best upon which to build.

**Activity:** Gather sufficient amounts of sand, clay, and rock to complete the following experiment. In separate bowls place a sample of sand, clay, and rock. From a pitcher, pour water over the sand. Discuss effects of water on sand. Repeat for clay and rock.

**Questions:** What did the water do to the sand? What did the water do to the clay? What did the water do to the rock? Knowing this, which would be better foundational material? Why? Discuss how building upon sand would be detrimental compared to building on rock.

4. **Objective:** Child experiences compaction of sand and the interdependence of water and sand in good compaction for making sand castles.

**Activity:** Going to the sandbox or beach, build with your child a sand castle without the help of added water. Then build one in which you have added water for compaction.

**Questions:** Why isn’t the first castle standing up as well as the second? How did the water help the second castle to stand better? If you were building a real castle, would you want to build it upon sand?

★ Note: If you go to the beach, discuss how deep you must dig to hit water, how the water drains easily through the sand and building structure of the sand castle. The building structure may be taught as you build simply by noting the various aspects you are adding to the castle. Be very low key in your presentation.

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**Chapter 1: Language Arts**

**Grade K**

★ 1. **Objective:** Child verbalizes a story about his city. Child realizes how important his stories are to you.

**Activity:** Ask your child to tell you a story about your city. You may need to prompt your child if he is unfamiliar with storytelling. Explain to him that you want him to make up a story about your city. As your child tells you the story, record what he is saying on paper. Your actions will indicate to your child that you feel what he has to say is important.

2. **Objective:** The Child will fantasize concerning what Heaven will be. Child adds descriptive phrases to basic content by prompting from teacher.

**Activity:** Ask your child to tell you what he thinks Heaven will be like. As he tells you his story, ask questions such as: What color is the floor? The walls? What kind of furniture is there? What type of food do you think will be served? Will there be animals present? What will you wear?
Chapter 1: Social Studies

Grade 1

1. **Objective:** Child learns early map-making skills and understands that drawings represent actual items in the room. Introduction to fact that the room is in the home, and the home is in city.

**Activity:** Help your child make a drawing of his room. Lie on the floor in the doorway of your child’s room. From this position, note with your child the walls, windows and doorways of his room. Then, referring your child to one wall at a time, note and record the furniture on each wall. Drawings do not need to be exact.

**Questions:** From where we are, what furniture is on the left wall? The wall across from us? The right wall? The wall on which your door is? Your drawing is called a map. You have made a map of your room. Your room is in our house, and our house is in the city. People use maps of a city to tell them where they are and where they want to go. A map of a city looks like a lot of lines but it really tells people where things are, just as your map shows where things are in your room. Show the child a map of his city, or if you live in the country, the city in which you shop. Relate the map to where you live.

2. **Objective:** Child will gain a general understanding of where he lives in comparison to the location of other family members in the United States.

**Activity:** Purchase or make a map of the United States. A simple outline will suffice. The map should include the outline of the states. Mount the map of the United States on the wall. For a three dimensional effect, see page 2 of the Resource Section. With tacks, mark the location of your city and location of family and friends in other states. Beside each tack, place a picture of that family.

**Questions:** In what state do we live? Show me where (name of person) lives? The state you are pointing to is _ (name)_. All of these states (point to boundaries) are part of the United States. The United States is made up of 50 states. Each state has many cities in it. _ (insert name) _ lives in the state of _____, but she lives in the city of _______.

3. **Objective:** Child becomes familiar with different service jobs of city people. This teaching should include specific jobs that help city people.

**Activity:** (1) Discuss various jobs of city people, especially noting jobs of service. (2) Discuss how the postal carriers, policemen, firemen, and sanitation workers help us. (3) Dramatize a specific worker’s job. (4) Read to your child about these jobs. (5) Information from the library books will aid your child in his acting.

**Questions:** What type of job would you like to have when you are grown? How will this kind of work help people? There are many people who help those who live in a city. (Name some jobs and how they help.) Choose one job and let’s pretend to do that job. What time does the worker go to work? What equipment does he need to do the job? Does he have help on his job? What kind of clothes does he wear? How does his job help city people?

**Note:** The answers you receive to your questions will tell you how much of your teaching the child has retained.

4. **Objective:** Child is introduced to geology, a geologist, and the care that must go into choosing a building site.

**Activity:** A geologist is someone who studies the formation of the earth. Geologists make sure the land buildings are built upon is stable. Going outdoors, pretend to be a geologist. Look at the soil. Spray water on some soil, leave other soil dry. See which soil compacts easily. Explain to your child that a geologist has to be sure the building will not fall down because of the land upon which it is built.

**Questions:** Which is rocky? Which is sandy? Which would be better to build upon? Did the man in the Bible story The House On The Rock (Bible lesson #2) consult a geologist before he built? Should we consult a geologist before we build?

5. **Objective:** The child is introduced to the needs of city people, especially food needs.

**Activity:** Consider the farm products of your area. Drive by the fields and discuss what is grown there. Trace the product from the farm to the shelves of the city supermarket. Where is other food eaten by city people grown? How do they get it to the shelves? Discuss the money that is derived from local products and how that helps the people live.

6. **Objective:** Child generally understands directions from your home to a familiar point.

**Activity:** Ask your child to give you directions to a favorite treat store. It may be any store he chooses. If you, by following his directions, can get to the store, treat him. Directions may be as simple as a “Turn right here.”
7. **Objective:** Child realizes that people in the city must intermingle and are dependent upon one another.

**Activity:** Plan a Brainstorming session. How do neighbors help one another in the city? How does this compare to the farm? How do farm people help city people? How do city people help farm people? Trace a cotton article of clothing from the farm to the city factory and back to the farm again. Use the pictures below to aid you.

8. **Objective:** Child compares the outline of his city with the city of Jerusalem.

**Activity:** Obtain a map of your city. With a broad black magic marker, outline the city limits. Compare the outline of your city with the outline of the city of Jerusalem, page 37. Are they the same? State that cities are not the same. Each city is different.

9. **Objective:** Child is introduced to the items necessary for electricity to occur in your city. Child compares modern day lights to lights in Biblical times. References are very general.

**Activity:** Take your child to your local power plant. Explain to him how this plant generates electricity for lights, dishwashers, and other uses in your home. (This will be a very general explanation.) Show your child a drawing of an oil lamp or candlestick. Explain that this is how people lit their homes in Bible times. Discuss the difference.

10. **Objective:** Child is introduced to the fact that there are some laws within the city that are courtesy laws (laws that help people get along with one another). Child compares laws and his own need to be aware of times when courtesy can occur.

**Activity:** Discuss a courtesy law in your city, such as a time limit set on noisy activities. List some situations in which there are no courtesy laws but that would be a good time to be courteous, such as holding open a door for an older person or watching how you push a grocery cart.

**Questions:** Do you know what courtesy is? Courtesy is when you have the right to do something your way, but you decide to prefer someone else’s way. There are courtesy laws in our city, laws which are made so people can get along easily together. List a law. Can you think of a situation in which there needs to be courtesy but that there is no law? As people who love Jesus, should we be courteous? What could you do now to be courteous?

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**Chapter 1: Science**

**Grade 1**

1. **Objective:** Child compares the land formation of Babylon (a plain) with land formation where he lives. Child becomes familiar with terms mountain, plain, hill, valley.
**Activity:** Take your child to the highest point of your city. Discuss the type of land formation upon which your city is built. Use terms such as mountain, plain, hill, and valley when describing where you live. The child should be able to identify the land formations and the terms.

★ 2. **Objective:** Child discovers that soil contains sand, rocks, and clay. Child identifies each.

**Activity:** Gather soil samples from different areas of the neighborhood. With a magnifying glass, look at the soil. Point out to your child the sand, rock, and clay in the soil. Mount samples of each on a posterboard for display. Spread a small rectangle of tacky glue on the posterboard. Sprinkle the soil sample to cover the glue. Cover glue. Tap to press into glue. Let dry, then take outside and shake off the extra soil. It would be easiest to plan ahead and label the posterboard before gluing on the soil samples.

**Questions:** Of what does soil consist? (Answer: sand, rock and clay). Show me the sand in the soil. Show me the rocks in the soil. Show me the clay in the soil.

3. **Objective:** Child becomes aware of a difference in rocks. Child notes how different rocks feel and look. Child is introduced to the words sedimentary, igneous, and metamorphic.

**Activity:** Collect various rocks. Mount the rocks you find. Discuss how some of the rocks are harder than others. Hardness of rock may be tested by rubbing different rocks (be sure they are clean) against cement. Softer rocks will leave a mark. Hard rocks will not. Discuss colors and formations of various rock samples you collect. Introduce your child to the words igneous, metamorphic, and sedimentary. Classify some of the more obvious rocks into categories of igneous, metamorphic, and sedimentary. Child only needs to be introduced to the following definitions:

- **Igneous:** rock formed by volcanic action or action of fire.  
  (Example: basalt, pumice, granite)
- **Metamorphic:** Rocks changed by pressure, heat or chemicals.  
  (Example: marble, slate)
- **Sedimentary:** Rocks formed by the depositing of sediment.  
  (Example: clay, coal, limestone, sandstone, shale)

Mount the rocks onto poster board or cardboard. Have child label the entries.

**Questions:** As each rock is handled, ask: “Is this rock hard or soft? Does it contain sand? Does the color of the rock help us determine what type of rock it is?” See page 7 and 10 of the Resource Section for more information.

4. **Objective:** To introduce the child to the concept that when the great flood was upon the earth, it changed our rock formations.

**Activity:** Tell your child the story of the Flood. Explain that when the water was upon the face of the earth for that length of time, it changed the way our world is. Entire trees have been found in coal beds. The flood also created many of the fossils we now have. Visit a museum that has fossils (Natural History Museums are wonderful), and discuss how marine fossils have been found on top of mountains in the middle of our land. How did they get there? Why are so many of them found together? Let the child conjecture and then explain how the flood would have affected this.

5. **Objective:** Child becomes aware of the need of the city for water and the source of the water.

**Activity:** Discuss how your city gets water for its needs. Gather maps which will include the information. Most cities have wells. However, some are dependent upon outside water. In Southern California, most of the water is brought in from the Colorado River via an aqueduct system. On a map trace the route of the water to your city.

**Questions:** Does our water come from far away? How is the water purified for us to drink? In what ways does our city use water?

6. **Objective:** Child will become aware of how the city uses electricity and its important role in our lives.

**Activity:** Find the major source of electricity for your city. The following information is presented for the teacher only. The first grade student need only know ways electricity is used and who Benjamin Franklin was.

1. Electricity is an important form of energy. We cannot see, hear, or smell electricity but it is everywhere.
2. Electricity is a flow of tiny particles called **electrons**.
3. God created electricity, and it can be seen in nature in lightning. Some eels have electric shock capabilities. A stone – amber – becomes electrically charged when rubbed with a cloth.
4. All matter is made of atoms. Atoms contain electrons, protons, and neutrons. Both electrons and protons have an electric charge. An electron has one unit of negative charge, and a proton has one unit of positive charge. A neutron has no charge.
5. Ordinarily, an atom has an equal number of electrons and protons, so it is electrically neutral. If an atom gains some electrons, it becomes negatively charged. If an atom loses some electrons, it becomes positively charged.
6. Both static electricity and current electricity are made of the same particles. Static electricity is made up of electrons that do not move. Current electricity is made up of moving electrons or ions. Almost all electricity we use is current electricity.

7. Generators convert mechanical energy into electricity. Batteries change chemical energy into electricity. Solar cells convert sunlight into electricity. Read about Benjamin Franklin and Thomas Edison and their contribution to electricity. List the ways you personally rely on electricity. The child should gain a very generalized understanding of electricity.

7. **Objective:** Child understands that rocks erode due to many factors.

**Activity:** Discuss the drawing on page 10 with your child. All of these are factors in erosion.

**Questions:** How do each of these factors affect the rock formations? What happens to the small pieces of rock that are worn off the larger rocks?

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**Chapter 1: Language Arts**

**Grade 1**

1. **Objective:** For child to verbalize and conjecture about how his city came to be. Child realizes how important his stories are to you.

**Activity:** Ask your child to tell you a tall tale about how your city came to be. You may need to prompt your child if he is unfamiliar with storytelling. Explain to him that you want him to make up a story about your city. As your child tells you the story, record what he is saying on paper. Your actions will indicate to your child that you feel what he has to say is important.

2. **Objective:** The child will fantasize concerning what Heaven will be. Child adds descriptive phrases to basic content by prompting from teacher.

**Activity:** Ask your child to tell you what he thinks Heaven will be like. As he tells you his story, ask questions such as: What color is the floor? The walls? What kind of furniture is there? What type of food do you think will be served? Will there be animals present? What will you wear?

3. **Objective:** The child becomes familiar with the process of asking older people questions for needed information. The child gains the understanding that older people know many facts that are important to us.

**Activity:** Interview an elderly resident of your town. Ask pertinent questions pertaining to the beginning of your city, how it was in days past, the differences in buildings, street layout, the number of people then and now. If the elderly person you interview is a relative, keep the answers for the Memories Book that is suggested in Chapter 4.

**Note:** If you have immediate family members in another town or state, now might be the time to mail them the questionnaire on Resource pages 30–32. That way you will get them back in time to do the work in Chapter 4.

**Additional Suggestions:** As you discover facts about your city and as you take field trips, ask your child many questions about how things came to be. Begin such questions with **how, why, where, when** and **what.**
Chapter 1: Social Studies

Grade 2

1. **Objective**: Child learns map-making skills and relates a block of a neighborhood to a map of that block.

**Activity**: Help your child make a drawing of a one-block area of your neighborhood. Include houses, fences, and fire hydrants. Drawings should not be to scale, but should roughly represent the area. Take a city map and locate this same block on the city map. The child should compare his drawing to the city map. Let your child tell you the difference between the two maps.

2. **Objective**: Child will gain a general understanding of where he lives in comparison to the location of other family members in the United States.

**Activity**: Purchase or make a map of the United States. A simple outline will suffice. The map should include the outline of the states. Mount the map of the United States on the wall. For a three-dimensional effect, see page 2 of the Resource Section. With tacks, mark the location of your city, and location of family and friends in other states. Beside each tack, place a picture of that family.

**Questions**: In what state do we live? Show me where (name of person) lives? The state you are pointing to is ___________. All of these states (point to boundaries) are part of the United States. The United States is made up of 50 states. Each state has many cities in it. ___________ lives in the state of ___________, but she lives in the city of ___________.

3. **Objective**: Child becomes familiar with different service jobs of city people. This teaching should include specific jobs that help city people.

**Activity**: (1) Discuss various jobs of city people, especially noting jobs of service. (2) Discuss how the postal carriers, policemen, firemen and sanitation workers help us. (3) Dramatize a specific worker’s job. (4) Read about the various jobs. (5) Information from library books will aid your child in his acting.

**Questions**: What type of job would you like to do when you are grown? How will this kind of work help people? Books gathered from the library will aid your child in determining what should be included in his pantomime.

4. **Objective**: Child is introduced to geology, a geologist and the care that must go into choosing a building site.

**Activity**: A geologist is someone who studies the earth’s formation. A geologist makes sure the land to be built upon is stable. Going outdoors, pretend to be a geologist. Look at the soil. Spray water on some soil, leave other soil dry. See which soil compacts easily. Explain to your child that the geologist must make sure the building will not fall down because of the land upon which it is built.

**Questions**: Which soil is rocky? Which soil is sandy? Upon which soil would it be best to build? Did the man in the Bible story The House On The Rock (Bible lesson #2) consult a geologist before he built? Should we consult a geologist before we build? What might the geologist say about a house built upon sand? Upon a rocky cliff?

5. **Objective**: Child generally understands directions from your home to a familiar point.

**Activity**: Ask your child to give you directions to a favorite treat store. It may be any store he chooses. If you, by following his directions, can get to the store, treat him. Directions should be fairly precise.

6. **Objective**: Child compares the outline of his city with the city of Jerusalem.

**Activity**: Obtain a map of your city. With a broad black magic marker, outline the city limits. Compare the outline of your city with the outline of the city of Jerusalem, page 37. Are they the same? State that cities are not the same. Each city is different.

7. **Objective**: Child is introduced to the items necessary for electricity to occur in your city. Child is aware of what electricity is and the people who influenced electricity as we know it today. Child compares how we use electricity to the use of electricity in Japan and Africa.

**Activity**: Take your child to your local power plant. Discuss the fact that your city’s electricity comes from this plant. Electricity is found in nature. People harness electricity through the use of conductors. Benjamin Franklin and Thomas Edison helped to further our knowledge of electricity. Most of the modern world uses electricity as we do, although not as liberally. There are many places on earth that do not have electricity available (some parts of Africa, for example). Locate Japan and Africa on a globe. State that both the U.S. and Japan use a lot of electricity, with the U.S. using more for pleasure than Japan. Compare this to the majority of Africa which uses very little electricity on personal pleasure.
8. **Objective**: Child is introduced to the fact that there are some laws within the city that are courtesy laws, laws that help people get along with one another. Child compares laws to his own need to be aware of times when courtesy can occur.

**Activity**: Discuss a courtesy law in your city, such as a time limit set on noisy activities. List a situation in which there are no courtesy laws but would be a good time to be courteous, such as holding open a door for an older person or watching how you push a grocery cart.

**Questions**: Do you know what courtesy is? Courtesy is when you have the right to do something your way, but you decide to prefer someone else’s way. There are courtesy laws in our city — laws which are made so people can get along easily together. (List a law.) Can you think of a situation in which there needs to be courtesy but there is no law? As people who love Jesus, should we be courteous? What could you do now to be courteous?

9. **Objective**: Child realizes that the city depends on outlying areas for food, and that the farm areas depend upon city factories for preservation of food.

**Activity**: Locate a food factory in your city or a nearby city. Find out what the factory produces. Find out where the food for the production originates. Trace corn from a farmer’s field to the factory, the store, and then back to the farm again.

**Questions**: How dependent upon the farmer are we? Does your city produce any food totally on its own? How is the farmer dependent upon city people? List the ways.

10. **Objective**: Child is introduced to topographical maps and to the coloring of hills, mountains, and plains on a topographical map.

**Activity**: From an atlas, show your child your city on a topographical map. Explain how the coloring of the map describes the topography of the land. The child should tell you the type of land formation upon which your city is built. Compare to the city of Jerusalem (see For Your Information for information on the topography of Jerusalem).

11. **Objective**: Child compares and reads about one city in Japan and one city in Africa. Child compares that city to yours. Comparison is based upon items such as size, population, and topographical location.

**Activity**: Choose books on Japan and Africa from the library. Child chooses one city (a capital city) from each country and compares the two cities as listed in the objective.

**Questions**: How is the chosen city in Africa comparable to your city in population, location, and size of actual city? How does the city in Japan compare to yours in population? How do children in Japan and Africa live compared to how you live?

12. **Objective**: Child determines which factors helped to establish his city. Child gains an understanding of his city’s history.

**Activity**: Research the history of your city. After gaining the needed information, have your child determine which of the following factors helped to establish your city: defense, water power, railroad, natural gateways, waterways, good harbors, natural resources.

**Note**: Your city’s Chamber of Commerce or Historical Society will have necessary information.

## Chapter 1: Science

### Grade 2

1. **Objective**: Child gains an understanding of the contents of soil. This understanding includes a knowledge that soil contains clay, sand, rock or gravel, humus and some metal.

**Activity**: Gather a soil sample. With a magnifying glass, look at the soil. Have your child identify the various aspects of soil he can recognize. Take a magnet and run it over the surface of the soil. Discuss whether any metal particles adhere to the magnet. Explain the terms clay, sandy, rock, humus, and metal.

2. **Objective**: Child becomes aware of the difference in rocks. Child notes how different rocks feel and look. Child is introduced to meaning of words sedimentary, igneous, and metamorphic.

**Activity**: Collect various rocks. Mount the rocks you find. Discuss how some of the rocks are harder than others. Hardness of rock can be determined by rubbing clean rock against cement. (Soft rock leaves a mark.) Discuss colors and formations of various rock samples you collect. Introduce your child to the words igneous, metamorphic, and sedimentary. Classify some of the more obvious rocks into categories of igneous, metamorphic and sedimentary. Child only needs to be introduced to the following definitions:
**Igneous:** rock formed by volcanic action or action of fire.
   (Example: basalt, pumice, granite)

**Metamorphic:** Rocks changed by pressure, heat or chemicals.
   (Example: marble, slate)

**Sedimentary:** Rocks formed by the depositing of sediment.
   (Example: clay, coal, limestone, sandstone, shale)

Mount the rocks onto posterboard or cardboard. Have child label the entries.

**Questions:** As each rock is handled, ask: Is this rock hard or soft? Does it contain sand? Does the color of the rock help us determine what type of rock it is? See page 7 and 10 of the Resource Section for more information.

3. **Objective:** Child is introduced to the effects of the Flood.

**Activity:** Tell your child the story of the Flood. You will want to place emphasis on the scientific aspects of what happened to the earth during the Flood. The following geological aspects will help you present this information on the child’s level.

   A. After Noah and his family and the animals were in the ark, the rain began. At this time the **fountains of the deep** also opened, meaning that there was a great shaking of the earth as the earth’s crust itself opened in various places to send forth a powerful release of pressurized water.

   B. When this occurred, the entire earth was covered with water. To illustrate this, take a glass juice or mayonnaise bottle. In the bottom of the jar add a few scoops of dirt and gravel. You may want to add a small plant or snail shell as well. Explain that this represents the earth before the Flood. Then as you discuss the rain coming down, begin to pour water into the jar.

   C. As the fountains of the earth opened and the rain continued to pour, there was a great shaking of the earth. Shake the bottle. Discuss how volcanos (explain the term if necessary) exploded and how the whole face of the earth was changed. As the volcanos exploded, they sent forth hot rock into the water, which when it hit the water, cooled instantly, forming a hard rock (igneous rock). Meanwhile, the dirt, gravel, plants, mud, and dead animals were being moved all around, swirling from one place to another. The water pressure was so great that even big trees uprooted and were swished around (you may add toothpicks to your jar to represent trees).

   D. As time went by, the water retreated from the earth, and the dirt and gravel, plants and dead animals settled (let the bottle set in one position for about two hours). The dirt and gravel, plants and animals settled in layers. When these layers hardened, they became **sedimentary rock**.

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4. **Objective:** The child becomes aware of the need of the city for water and the source of the city’s water.

**Activity:** Discuss how your city gets water for its needs. Gather maps which will include the information. Most cities get their water from wells. However, some cities (like those in Southern California) must bring in water from far away via an aqueduct. On the map trace the route of the water to your city.

**Questions:** Does our water come from far away? In what ways does our city use water?

★ 5. **Objective:** Child will become aware of how the city uses electricity and its important role in our lives.

**Activity:** Find the major source of electricity for your city. The following information should be presented to the student:

1. Electricity is an important form of energy. We cannot see, hear, or smell electricity, but it is everywhere.

2. Electricity is a flow of tiny particles called **electrons**.

3. Electricity flows through conductors.

4. God created electricity, and it can be seen in nature in the form of lightning. Some eels have electric shock capabilities. The stone, amber, becomes electrically charged when rubbed with a cloth. Read about Benjamin Franklin and Thomas Edison and their contribution to electricity. The child should write two to three sentences on electricity that will sum up his study. For more information, see Grade 1 Science objective #6.
6. **Objective**: Child understands that rocks erode because of many factors.

**Activity**: Discuss the drawing on page 10 with your child. All of these are factors in erosion.

**Questions**: How do each of these factors affect the rock formations? What happens to the small pieces of rock that are worn off of the larger rocks? Remove the picture, and from memory ask the child to draw the factors of erosion.

*Be sure to record your scientific findings in the Science Workbook.*

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**Chapter 1: Language Arts**

**Grade 2**

★ 1. **Objective**: Child verbalizes and conjectures about how his city came to be. Child verbally states idea, and teacher aids the child in developing ideas in sequence previous to the writing of the fantasy story.

**Activity**: Previous to teaching your child about the history of the city within which you live, ask your child to tell you a tall tale about how your city came to be. After organizing the child’s thoughts with the aid of the child, ask the child to write his fantasy story.

*Note*: When writing a story, your goal is for the child to create, not to perform perfectly in penmanship or English structure. Should you see an area that needs work, make a note of it, and teach that area during a separate language lesson.

2. **Objective**: The child will imagine what Heaven will be like. Child completes story with descriptive terms.

**Activity**: Ask your child to tell you what he thinks Heaven will be like. As he tells you his story, ask questions such as: What color is the floor? The walls? What kind of furniture is there? What type of food do you think will be served? Will there be animals present? What will you wear?

★ 3. **Objective**: The child becomes familiar with the process of asking older people questions for needed information. The child gains the understanding that older people know many facts that are important to us.

**Activity**: Interview an elderly resident of your town. Ask pertinent questions pertaining to the beginning of your city, how it was in days past, the differences in buildings, street layout, the number of people then and now. If the elderly person you interview is a relative, keep the answers for the Memories Book that is suggested in Chapter 4. The child should write interview questions previous to the interview and determine method of recording the interview. Following the interview, discuss differences and the child’s personal preference of lifestyle.

*Note*: If you have immediate family members in another town or state, now might be the time to mail them the questionnaire on Resource pages 30–32. That way you will get them back in time to do the work in Chapter 4.
Map of Jerusalem

Name That City

In the letters below are the names of Biblical cities. They may be forwards, backwards, or at an angle. These are the names to locate:

Bethlehem  Gomorrah  Sodom
Jerusalem  Babylon  Ur

Bonus Cities: Name the city of Mary, Martha, and Lazarus. Another name for the city of Jerusalem.

1. Temple of Solomon
2. Palace of Solomon
3. Added by Herod
4. Zion
5. Herod’s Palace
6. Holy Sepulchre
Chapter 1: Social Studies

Grade 3

★ 1. **Objective:** Child learns map-making skills and relates a two-block area of a neighborhood to a map of those blocks.

**Activity:** Help your child make a drawing of two blocks of your neighborhood. Include houses, fences, fire hydrants, etc. Drawings should not be to scale, but should roughly represent the area. Take a city map and locate these same blocks on the city map. The child should compare his drawing to the city map. Let the child tell you the difference between the two maps. The directions of the map (North, South, East, West) should be noted.

★ 2. **Objective:** Child gains a specific understanding of the relationship of where he is in comparison to the locality of other family members.

**Activity:** Purchase or make a map of the United States. A simple outline will suffice. The map should include the outline of the states and a scale representing distance between points. Mount the map of the United States on the wall. For a three dimensional effect, see page 2 of the Resource Section. With tacks, mark the location of your city and the location of family and friends in other states. Record the distances between the city where you live and the cities of relatives or friends. Note the direction of travel (north, south, east, or west).

3. **Objective:** Familiarization of different service jobs of city people. This teaching should include specific jobs about which the child has read. You will desire detail expressed in the pantomime.

**Activity:** Dramatize a specific worker’s job. Express to the student that you will be looking for details about the particular job he is expressing. Books from the library will be helpful.

4. **Objective:** Child generally understands directions from your home to a familiar point and can draw a map showing you how to get there.

**Activity:** Ask your child to draw a map detailing directions from your home to a favorite treat store. If the child can draw such a map and you can get there by following his directions, treat him.

5. **Objective:** Child compares the outline of his city with the city of Jerusalem.

**Activity:** Obtain a map of your city. With a broad black magic marker, outline the city limits. Compare the outline of your city with the outline of the city of Jerusalem, page 37. Discuss how the cities differ. From this information have your child conclude that one city would contain a larger population than the other.

6. **Objective:** Child realizes that city dwellers depend upon resources from various areas of the country. Child is introduced to major growing areas of various food products.

**Activity:** From an encyclopedia, gather product information for various states. On the map which you have already mounted on the wall, place symbols representing those products in the proper locality. Discuss how the products get from those localities to city people and how those products affect the economy of city life.

7. **Objective:** Child is introduced to topographical maps and is introduced to the coloring of hills, mountains, and plains.

**Activity:** Show your child your city on a topographical map. Explain how the coloring of the map describes the topography of the land. The child should tell you the type of land formation upon which your city is built. Compare to the city of Jerusalem. See For Your Information for facts about the topography of Jerusalem.

8. **Objective:** Child determines which factor helped to establish his city. Child gains an understanding of his city’s history.

**Activity:** Research the history of your city. After gaining the needed information, have your child determine which of the following factors helped to establish your city: defense, water power, railroad, natural gateways, waterways, good harbors, natural resources.

9. **Objective:** Child becomes aware of various forms of government that might exist in his city. Child is introduced to the organization of the city.
**Chapter 1: Science**

**Grade 3**

★1. **Objective**: Child furthers his knowledge of rock formations. Child readily uses and understands the general meaning of *sedimentary, igneous* and *metamorphic* rock formations.

**Activity**: Collect various rocks. Mount the rocks you find. Classify the rocks under the headings of sedimentary, igneous and metamorphic. Label the family of rock found.
and specific name if possible. See pages 7 and 10 of the Resource Section for more information. The following descriptions should be known by your student:

**Igneous:** rock formed by volcanic action or action of fire.  
(Example: basalt, pumice, granite)

**Metamorphic:** Rocks changed by pressure, heat or chemicals.  
(Example: marble, slate)

**Sedimentary:** Rocks formed by the depositing of sediment.  
(Example: clay, coal, limestone, sandstone, shale)

Hardness of rocks may be noted by rubbing clean rocks over the cement surface. A softer rock, such as chalk, will rub off easily. Harder rocks will leave no mark.

**Questions:** As each rock is handled, ask: Is this rock hard or soft? Does it contain sand? Does the color of the rock help us determine what type of rock it is? Discuss the aspects of sediment.

2. **Objective:** Child is introduced to the concept that when the Great Flood was upon the earth, it changed the rock formations.

**Activity:** With your child discuss the event of the Flood. You will want to place emphasis on the scientific aspects of what happened to the earth during the Flood. The following geological aspects will help you present this information. If these activities are below your child’s level, simply discuss the sequence of events.

A. After Noah, his family, and the animals were in the ark, the rain began. At this time the **fountains of the deep** also opened, meaning that there was a great shaking of the earth as the earth’s crust itself opened in various places to send forth a powerful release of pressurized water.

B. When this occurred, the entire earth was covered with water. To illustrate this, take a glass juice or mayonnaise bottle. In the bottom of the jar add a few scoops of dirt and gravel. You may want to add a small plant or snail shell as well. Explain that this represents the earth before the Flood. Then as you discuss the rain coming down, begin to pour water into the jar.

C. As the fountains of the earth opened and the rain continued to pour, there was a great shaking of the earth. Shake the bottle. Discuss how volcanos (explain the term if necessary) exploded and how the whole face of the earth was changed. As the volcanos exploded, they sent forth hot rock into the water, which when it hit the water, cooled instantly, forming a hard rock. Meanwhile, the dirt, gravel, plants, mud, and dead animals were being moved all around, swirling from one place to another. The water pressure was so great that even big trees uprooted and were swished around (you may add toothpicks to your jar to represent trees).

D. As time went by, the water retreated from the earth, and the dirt and gravel, plants and dead animals settled (let the bottle set in one position for about two hours). The dirt and gravel, plants and animals settled in layers. When these layers hardened, they became **sedimentary rock**.

**Additional Note:** The study of dinosaurs is very interesting to any child. Job 38 is an excellent reference for a Biblical study of dinosaurs. You may relate to the child the relationship of the extinction of dinosaurs with the Flood and the changes in atmosphere that would have resulted. For more information on this subject and on the Flood we suggest the books *The Genesis Record* and *Dinosaurs by Design*, obtainable through The Institute for Creation Research, P. O. Box 2667, El Cajon, Ca 92021.

★ 3. **Objective:** Child will become aware of how the city uses electricity and its important role in our lives.

**Activity:** Find the major source of electricity for your city. Electricity is an important form of energy. We cannot see, hear, or smell electricity, but it is everywhere. Electricity is a flow of tiny particles called electrons. God created electricity, and it can be seen in nature in lightning. Some eels have electric shock capabilities. The stone, amber, becomes electrically charged when rubbed with a cloth. Generators convert mechanical energy into electricity. Batteries charge chemical energy into electricity. Solar cells convert sunlight into electricity. Read about Benjamin Franklin and Thomas Edison and their contribution to electricity. List the ways you personally rely on electricity. The child should write one paragraph on electricity that will sum up your study. For more information, see Grade 1 Science objective #6.

4. **Objective:** Child is introduced to the need for compaction and the machinery needed to compact construction sites.

**Activity:** Locate a construction site where dirt work is in progress. Which machines are compacting the earth? How do they operate? When is compaction necessary for the job site? The child should verbalize the effects of a poor compaction job on a construction site. Decide if there are city laws which govern this. This information need only be introduced.

Be sure to record your scientific findings in the Science Workbook.
Chapter 1: Language Arts

Grade 3

1. Objective: Child conjectures and then expresses his conjecture about how his city came to be.

Activity: Previous to teaching your child about the history of the city in which you live, ask your child to tell you a tall tale about how your city came to be. After organizing the child's thoughts, with the aid of the child ask the child to write his story.

Note: When writing a story, your goal is for the child to create, not to perform perfectly in penmanship or English structure. Should you see an area that needs work, make a note of it, and teach that area during a separate language lesson.

2. Objective: Child imagines how Heaven will be. Child writes a letter to a friend, including descriptive terms about his first day in Heaven.

Activity: Ask your child to imagine how his first day in Heaven will be. Then have the child write a letter to a friend concerning his activities and what he sees his first day in Heaven. The letter need not be sent. Have the child use proper letter format when writing, including date, salutation, body, closing, and signature.

Note: If you have immediate family members in another town or state, now might be the time to mail them the questionnaire on Resource pages 30–32. That way you will get them back in time to do the work in Chapter 4.

3. Objective: Child becomes familiar with the process of asking older people questions for needed information. Child gains the understanding that older people know many facts that are important to us.

Activity: Interview an elderly resident of your town. Ask pertinent questions pertaining to the beginning of your city, how it was in days past, the differences in building, street layout, the number of people then and now. If the elderly person you interview is a relative, keep the answers for the Memory Book that is suggested in Chapter 4. The child should write interview questions previous to the interview and determine method of recording the interview. Following the interview, discuss differences in life styles of the past and present and the child’s personal preference.

Note: If you have immediate family members in another town or state, now might be the time to mail them the questionnaire on Resource pages 30–32. That way you will get them back in time to do the work in Chapter 4.

4. Objective: Child becomes familiar with names of Biblical cities.

Activity: Copy Name That City located on page 38. Ask the child to complete Name That City.
2. **Objective**: Child gains a specific understanding of the relationship of the location of his city to the North and South Poles by longitudinal and latitudinal lines of demarcation.

**Activity**: On a separate sheet of paper, ask the child to draw a map of the region where he lives (area of state). Have him mark the location of his city by marking the longitudinal and latitudinal lines. To teach longitude and latitude, have the child take a piece of paper and draw at random three symbols. Then have the child fold the paper accordion style into five lines both vertical and horizontal. On each horizontal line place an alphabet letter. On each vertical line place a number. Have the child draw over the lines with a pencil and then direct you (by use of the lines) to the location of the symbols he has drawn. Relate to the child that the lines he has drawn and the location of the symbols given are similar to longitude and latitude lines on the globe. Then have your child go to a map which marks longitude and latitude and find his city.

3. **Objective**: Child generally understands directions from your home to a familiar point and can draw a map showing you how to get there.

**Activity**: Ask your child to draw a map detailing directions from your home to a favorite treat store. If the child can draw such a map and you can get there by following his directions, treat him.

4. **Objective**: Child is introduced to the history of Sumer and Babylonia.

**Activity**: Discuss with your child the location of Sumer and Babylonia. Explain that Abraham lived during this time. The following facts should be introduced to the child:

1. Sumer and Babylonia was situated in present day Iraq in a region called Mesopotamia. This area is supplied by the Tigris-Euphrates rivers. Locate this area on a map.

2. The cities of Sumer and Babylonia were surrounded by strong walls. The population of these cities grew rapidly because of the sufficient food available from the fertile valleys surrounding the cities. The residential part of the city was inhabited by people living in flat-roofed one-story homes. The business area of town was a vast bazaar, supplying the townspeople with material needs.

3. Most of the people’s economic status was that of a farm community. Property rights were respected, even by kings. Bartering was a common way of obtaining goods. However, some of the people depended on traders to finance some of their expeditions. These traders used letters of credit between cities and established a medium of exchange with gold and silver discs.

4. The people built temples to their gods. As time passed, the temples were built upon even further. An elevated temple was known as a ziggurat. The purpose of the ziggurat was to serve as a pedestal for the gods to descend to earth.

5. About 1850 B.C. an Amorite dynasty replaced the declining Sumerian influence of Mesopotamia. These conquerors established their capital in a small Sumerian town called Babylon. King Hammurabi came to the throne of Babylon around 1750 B.C. Hammurabi preserved the best legal documentation of the time which tells us of the social structure of Babylon. This is known as the Hammurabi Code.

5. **Objective**: Child compares the outline of his city with the city of Jerusalem.

**Activity**: Obtain a map of your city. With a broad black magic marker, outline the city limits. Compare the outline of your city with the outline of the city of Jerusalem, page 37. Discuss how the cities differ. From this information have your child conclude that one city would contain a larger population than the other. Now trace the outline of the city of Jerusalem. Discuss why there are various walls. Have the child tell you what purpose the city walls served. You may explain that as the population grew, the city was expanded by adding another wall. Explain that the walls were there for a means of defense. Tell your child that we don’t have city walls today because we have city limits. Our defense is the Army, Navy, Air Force, Marines, and foremost, God.

6. **Objective**: Child is introduced to topographical maps and is introduced to the coloring of hills, mountains, and plains.

**Activity**: Show your child your city or state on a topographical map. Explain how the coloring of the map describes the topography of the land. The child should tell you upon what type of land formation your city is built. Compare topography of your area
7. **Objective:** Child determines which factors helped to establish his city. Child gains an understanding of his city’s history.

**Activity:** Research the history of your city. Your local library, Chamber of Commerce, or historical museums will have information on the history of your city. After gaining the needed information, have your child determine which of the following factors helped to establish your city: defense, water power, railroad, natural gateways, waterways, good harbors, natural resources. Relate each of the above factors to areas in the United States which were established. For example, New York was a good harbor, the Mississippi River was a waterway, and New Orleans was established because of the Mississippi waterway. Santa Fe was established because of a trail but grew because of the railroad.

8. **Objective:** Child becomes aware of various forms of government that might exist in his city. Child is introduced to the organization of the city.

**Activity:** Using the illustration on page 41 and noting the titles of your city officials, ask the child to determine what type of government form your city follows.

**Questions:** Who holds the power over the officials of the city? Explain that the people hold power with their vote. Why is voting important? Tell your child voting is an important process so they can determine who governs. Why is city government necessary? Explain that lines of authority are necessary for peace. Do your city officials aid in the running of the city? Rate the need for their jobs on a scale of 1-10 with 10 being a high need.

- **Note:** You want the child to express his opinion; there is no right or wrong. Discuss his answer objectively.

9. **Objective:** Child is introduced to the voting process.

**Activity:** Hold a mock election in your home. Children may elect to (incorporate all the children in the family) run for jobs in the home, for example: A child who prefers trash duty over laundry sorting may wish to elect to run for trash duty. The child must make a poster to represent himself and may make buttons, etc. Hold a voting day with each family member voting yes or no for each job being campaigned. Stage a victory celebration. The child is responsible for job he won for set period of time. (Tricky!)

**Additional Learning Option:** To supplement the mock election suggested in Social Studies, ask the child to write an election speech. The child should include reasons why he would be better at the job for which he is campaigning, how he will be diligent to fulfill his promises, and personal attributes.

10. **Objective:** Child becomes aware of the use of electricity in communication devices and how the city communicates.

**Activity:** From encyclopedias and observation of your city’s practices, note the ways communication takes place in the city. Make a drawing of the various ways we communicate in the city and note which ones include the use of electricity. Do not place labels on the picture, but rather strive to make the picture distinct enough to portray the message.

11. **Objective:** Child becomes familiar with the five cities of the United States that are largest in population. Child graphs the results of study.

**Activity:** From the following information, determine how these three cities in the United States have changed in population. Graph the findings on a line graph using colored pencils.

Do you notice anything interesting in the changes between 1999 and 2000 figures? What happened in 2000 that would make the figures more accurate? (A national census. Define and talk about the census.)

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<td>7,071,639</td>
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<th>1960</th>
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<td>30,529,000</td>
<td>15,699,000</td>
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<table>
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<th>1930</th>
<th>1960</th>
<th>1990</th>
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<td>50 bushels</td>
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<td>89 bushels</td>
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<th>Population Living on Farms</th>
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<th>1950</th>
<th>1970</th>
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<tr>
<td>43.8%</td>
<td>15.3%</td>
<td>4.8%</td>
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**EXTRA ACTIVITY:**

**Fourth Grade** is the year the student needs to learn the capital cities of our fifty states. Set a completion time of four weeks. Use flash cards or whatever helps the student. Page 4 in the Resource Section lists the states and capitals. Use pages 5–6 as a test. Make several copies so that you can re-test until the material is learned.

**Chapter 1: Science**

**Grade 4**

- **Objective:** Child furthers his knowledge of rock formations. Child readily uses and understands the general meaning of sedimentary, igneous, and metamorphic rock available through *The Weaver Curriculum*.
**Activity:** Collect various rocks. Mount the rocks you find. Classify the rocks under the headings of sedimentary, igneous, and metamorphic. Discuss how they were formed. Label the family of rock found and the aspects of sediment.

**Objectives:**

1. Students are introduced to the concept that when the Great Flood was upon the earth it changed our rock formations.
2. Students are introduced to the rock cycle of sedimentary, igneous, and metamorphic rocks.

**Questions:** At each rock is handled, ask: Is this rock hard or soft? Does it contain sand? Does the color of the rock help us determine what type of rock it is? Discuss the scientific aspects of what happened to the earth during the Flood. The following geological aspects will help you present this information on the child's level.

**Activity:** Tell your child the story of the Flood. You will want to place emphasis on the following aspects of the earth's crust itself opened to send forth a powerful release of pressured water.

**A.** After Noah, his family, and the animals were in the ark, the rain began. At this time the fountains of the deep also opened, meaning there was a great shaking of the earth. Shake the bottle. Discuss how volcanos (explain the term if necessary) exploded and how the whole face of the earth was changed. As the dirt hit the water, it cooled instantly, forming a hard rock. Meanwhile, the dirt and dead animals settled in layers. The water pressure was so great that even big trees were uplifted one place to another. The water pressure and the intense heat and pressure of the magma weakened the rock above it until it was swished around (you may add toothpicks to your jar to represent trees).

**B.** When this occurred, the entire earth was covered with water. To illustrate this, take a glass juice or mayonnaise bottle. In the bottom of the jar add a few scoops of dirt and gravel. Discuss how volcanic ash and gas were forced under the surface of the earth, causing the ash and gas to form hot rock. Explain this represents the earth before flood. Then as you discuss the rain coming down, begin to pour water into the jar.

**C.** As the fountains of the earth opened and the rain continued to pour, there was a great shaking of the earth. Shake the bottle. Discuss how volcanos (explain the term if necessary) exploded and how the whole face of the earth was changed. As the dirt hit the water, it cooled instantly, forming a hard rock. Meanwhile, the dirt and dead animals settled in layers. The water pressure was so great that every big rock uplifted one place to another. The water pressure and the intense heat and pressure of the magma weakened the rock above it until it was swished around (you may add toothpicks to your jar to represent trees).

**D.** As time went by, the water retreated from the earth, and the dirt and gravel, plants, mud, and dead animals were being moved all around, surging from one place to another. The water pressure was so great that even big trees were uplifted one place to another. The water pressure and the intense heat and pressure of the magma weakened the rock above it until it was swished around (you may add toothpicks to your jar to represent trees).

**Sedimentary rocks** form in layers from sediments that have been compressed under water. Sediments are then covered by the particles of sediment filling the spaces, thereby cementing and forming the sediment into rock layers. Compliments, sandstones, and shale are common sedimentary rocks. The Flood is the primary catastrophic event responsible for the sedimentary rock seen. Evidence of the Flood is clearly seen in the strata layers of the earth and especially in the sedimentary resource of coal. Coal is the product of plant material accumulating in lowlying areas and later buried under a very thick layer of soil. During coal formation, the remains of dead plants turn into a substance known as peat. When the peat bed is buried under deposits of soil and pressure, it becomes coal. The energy of the coal is then released in the form of heat.
extinction of dinosaurs with the Flood and the changes in atmosphere that would have resulted. For more information on this subject and on the Flood, obtainable through The Institute for Creation Research, P.O.Box 2667, El Cajon, CA 92021, we suggest the books The Genesis Record and Dinosaurs by Design.

★ 3. Objective: Child will become aware of how the city uses electricity and its important role in our lives.

Activity: From the dictionary, have your child find a definition for the word energy. Find the major source of electricity for your city. Electricity is an important form of energy. We cannot see, hear, or smell electricity, but it is everywhere. Electricity is a flow of tiny particles called electrons. God created electricity, and it can be seen in nature in lightning. Some eels have electric shock capabilities. The stone, amber, becomes electrically charged when rubbed with a cloth.

All matter is made up of atoms. Atoms contain electrons, protons and neutrons. Both electrons and protons have an electric charge. An electron has one unit of negative charge, and a proton has one unit of positive charge. A neutron has no charge. ordinarily, an atom has an equal number of electrons and protons, so it is electrically neutral. If an atom gains some electrons, it becomes negatively charged. If an atom loses some electrons, it becomes positively charged. Both static electricity and current electricity is made of the same particles. Static electricity is made up of electrons that do not move. Current electricity is made up of moving electrons or ions. Almost all electricity we use is current electricity. Generators convert mechanical energy into electricity. Batteries change chemical energy into electricity. Solar cells convert sunlight into electricity. Read about Benjamin Franklin and Thomas Edison and their contribution to electricity. List the ways you personally rely on electricity. The child should write one paragraph on electricity that will sum up this study. For more information, see Grade 1 Science objective #6.

Grade 4

★ 1. Objective: Child imagines how Heaven will be. Child writes a letter to a friend with descriptive terms about his first day in Heaven.

Activity: Ask your child to imagine about his first day in Heaven. Then have the child write a letter to a friend concerning his activities and what he sees his first day in Heaven. The letter need not be sent. Have the child use proper letter format when writing, including date, salutation, body, closing, and signature.

★ 2. Objective: Child becomes familiar with the process of asking older people questions for needed information. Child gains the understanding that older people know many facts that are important to us.

Activity: Interview an elderly resident of your town. Ask pertinent questions pertaining to the beginning of your city, how it was in days past, the differences in buildings, street layouts, the number of people then and now. If the elderly person you interview is a relative, keep the answers for the Memory Book that is suggested in Chapter 4. The child should write interview questions previous to the interview and determine method of recording the interview. Following the interview, discuss differences in life styles of the past and present and the child’s personal preference.

⇒ Note: If you have immediate family members in another town or state, now might be the time to mail them the questionnaire on Resource pages 30–32. That way you will get them back in time to do the work in Chapter 4.

★ 3. Objective: Child can recall erosion factors. Child is aware of our need to take an active part in the prevention of erosion.

Activity: Study the factors of erosion. The chart on page 10 will aid you in subject matter. For each area of erosion, ask the child to draw a picture of the factor, and then add where possible a contrasting picture to show what can be done to prevent that factor of erosion. Only the factors of soil erosion from wind and rain can be prevented by planting ground cover.

Questions: What is the factor of erosion with which your area of the country most often contends? What is done to prevent it? What harmful effect will it have on the land should it continue?

Chapter 1: Language Arts

★ 3. Objective: Child can recall erosion factors. Child is aware of our need to take an active part in the prevention of erosion.

Activity: Study the factors of erosion. The chart on page 10 will aid you in subject matter. For each area of erosion, ask the child to draw a picture of the factor, and then add where possible a contrasting picture to show what can be done to prevent that factor of erosion. Only the factors of soil erosion from wind and rain can be prevented by planting ground cover.

Questions: What is the factor of erosion with which your area of the country most often contends? What is done to prevent it? What harmful effect will it have on the land should it continue?
1. Sumer and Babylonia were situated in present-day Iraq in a region called Mesopotamia. This area is supplied by the Tigris-Euphrates rivers. Locate this area on a map.

2. The cities of Sumer and Babylonia were surrounded by strong walls. The population of these cities grew rapidly because of the fertile land available from the Tigris and Euphrates rivers. The residential part of the city was inhabited by people living in flat-roofed one-story homes. The business area of town was a vast bazaar, supplying the townpeople with material needs.

3. Most of the people's economic status was that of a farm community. Property rights were respected, even by kings. Bartering was a common way of obtaining goods. However, some of the people depended on traders to finance some of their expeditions. These traders used letters of credit between cities and established a medium of exchange with gold and silver discs.

4. The people built temples to their gods. As time passed, the temples were built upon even further. An elevated temple was known as a ziggurat. The purpose of the ziggurat was to serve as a pedestal for the gods to descend to earth. A temple on an elevated platform, known as a ziggurat, was built in ancient Babylon. King Hammurabi preserved the best legal documentation of the time which tells us of the social structure of Babylon. This is known as the Hammurabi Code.

5. About 1850 B.C., an Amorite dynasty replaced the declining Sumerian influence of Mesopotamia. These conquerors established their capital in a small Sumerian town called Babylon. King Hammurabi came to the throne of Babylon around 1750 B.C. Hammurabi preserved the best legal documentation of the time which tells us of the social structure of Babylon.

Activity: Help your child make a drawing of four blocks of your neighborhood. Include houses, fences, fire hydrants, and some landscaping. Drawings should be approximately the same blocks to a map of your city. Have the child tell you the difference between the two. Include the directions of north, south, east and west on the map. Draw the map on drafting paper.

2. Objective: Child gains a specific understanding of the relationship of the location of his city to the North and South Poles by longitudinal and latitudinal lines of demarcation.

Activity: On a sheet of paper, ask the child to draw a map of the region where he lives (area of state). Have him mark the location of his city by marking longitude and latitude lines both vertical and horizontal. On each horizontal line place an alphabet letter. On each vertical line place a number. Have the child draw the lines with a pencil and decide the midpoint of the line. Then have the child fold the paper accordion style into five random three symbols. Then have the child fold the paper accordion style into five lines both vertical and horizontal. On each horizontal line place an alphabet letter. On vertical line place a number. Have the child draw over the lines with a pencil and then direct you (by use of the lines) to the location of the symbols he has drawn. Relate to the child that the lines he has drawn and the location of the symbols given are similar to longitude and latitude lines on the globe. Then have your child go to a map which marks longitude and latitude and find his city.

3. Objective: Child can give specific directions from your home to a familiar point and can draw a map showing you how to get there.

Activity: Ask your child to draw a map detailing directions from your home to a favorite treat store. If the child can draw such a map and you can get there by following his directions, treat him. Street names and explicit directions must be listed.

4. Objective: Child relates period of time to the history of the Sumarians and Babylonians.

Activity: Discuss with your child the location of Sumer and Babylonia. Explain that Abraham lived during this time. The following facts should be introduced to the child:

- Abraham was a Hebrew prophet of the Israelites.
- He was born around 1900 B.C. in Ur of the Chaldees.
- He was a descendant of Abraham, the father of the Hebrews.
- He wandered through the desert with his family and lived in Canaan.
- He was a patriarch of the Jewish people.
- He died around 1750 B.C. in Egypt.
Activity: Hold a mock election in your home. Children may elect to run for jobs in the home, for example: A child who prefers trash duty over laundry sorting may wish to elect to run for trash duty. The child must make a poster to represent himself and may make buttons, etc. Hold a voting day with each family member voting yes or no for each job being campaigned. Stage a victory celebration. Child is responsible for job he won for set period of time. (Tricky?)

Additional Learning Option: To supplement the mock election ask the child to write an election speech. The child should include reasons why he would be better at the job for which he is campaigning, how he will be diligent to fulfill his promises, and personal attributes.

11. Objective: Child becomes aware of the symbols that represent your city, county, state, and country.

Activity: Research the symbol for your city, county, state, and country. Discuss what each symbol represents. Draw the symbols and label them. Your local library and Chamber of Commerce will have information regarding the symbols of your city.
12. **Objective:** Child becomes aware of the product of his state and products of Canada.

**Activity:** From an encyclopedia, gather product information for the United States and Canada. Mount a map of the United States on the wall. Have your child draw symbols of ten of the products from the U.S. and three from Canada. Tack the symbols to the correct area. Talk about why areas produce the products they produce.

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**Chapter 1: Science**

**Grade 5**

1. **Objective:** Child furthers his knowledge of rock formations. Child readily uses and understands the general meaning of sedimentary, igneous, and metamorphic rock formations. We suggest the book *Geology, Rocks, and Minerals* published by Milliken Publishing Co. and available through *The Weaver Curriculum*.

**Activity:** Collect various rocks. Mount the rocks you find. Classify the rocks under the headings of sedimentary, igneous, and metamorphic. Discuss how sedimentary, metamorphic and igneous rocks were formed. Label the family of rock found and specific name if possible. The following descriptions should be known by your student. Also refer to page 7 in the Resource Section.

**Igneous rocks** are formed from molten materials deep within the earth’s crust. *Magma* (the molten material) is extremely hot and may force its way toward the surface of the earth through cracks or fissures in the rock strata caused by earthquakes. Sometimes the intense heat and pressure of the magma weaken the rock above it until they give way under its force. Magma that reaches the earth’s surface is called *lava*, and once expelled from volcanos it cools rapidly, forming rocks with small crystals. Some lava hardens at a slower rate of speed and becomes *basalt*, the most common rock on earth. *Pumice* also comes from a volcano. It is light (from air bubbles trapped in the rock) and is a natural glass. It is often used in scouring powders. When magma is blocked from reaching the land surface, it cools to form rocks that have large crystals. An example of this type of rock is *quartz*. Quartz is a mineral crystal found in granite and is colorless and transparent in its purest state. There are a large variety of quartz. Quartz is used largely in science and industry.

The earth’s crust is composed of naturally occurring *elements*. There are eight elements that occur repeatedly. They are: oxygen, silicon, aluminum, iron, calcium, sodium, potassium, and magnesium. Some of these elements are found as free atoms or molecules. However, most of them are found in combinations known as *minerals*. Minerals have distinct physical and chemical properties. Six of the most common minerals on earth are feldspar, quartz, mica, hornblende, calcite, and olivine. Each mineral is easily identified by physical properties. See page 10 of the Resource Section for information on how to identify minerals by their physical aspects.

**Sedimentary rocks** form in layers from sediments that have been compressed underwater. Sediment is weighted down by the water and other layers of sediment. The chemicals in the water are then deposited between the particles of sediment filling the tiny spaces, thereby cementing and forming the sediment into rock layers. Conglomerates, sandstone, and shale are common sedimentary rocks. The Flood is the primary catastrophic event responsible for the sedimentary rock seen. However, sedimentary rock continues to form in a longer time span today. Evidence of the Flood is easily seen in the strata layers of the earth and especially in the sedimentary resource of *coal*. Coal is the product of plant materials accumulated in low-lying areas and later buried under a very thick layer of sediments. During coal formation, the remains of dead plants turn into a substance known as peat and become buried under deposits of loose mineral matter. These sediments continue to pile up over the peat bed, and the pressure of the peat increases as the sediments become heavier and more compact. The sediments harden into rock. The energy of the coal-forming plants is preserved in the coal. When the coal is burned, it releases this energy in the form of heat.

**Metamorphic rock** is formed from pre-existing igneous, sedimentary, and other metamorphic rocks. Metamorphic rocks are rocks that have been changed by heat, pressure, and chemical action. Flint (from quartz) is a metamorphic rock as is marble (previously limestone), quartzite (from sandstone), and slate (from shale).

**Questions:** As each rock is handled, ask: Is this rock hard or soft? Does it contain sand? Does the color of the rock help us determine what type of rock it is? Discuss the aspects of sediment.

2. **Objective:** Child is introduced to the concept that when the great Flood was upon the earth, it changed our rock formations.

**Activity:** With your child, discuss the event of the Flood. You will want to place emphasis on the scientific aspects of what happened to the earth during the Flood. The following geological aspects will help you present this information.

A. After Noah and his family and the animals were in the ark, the rain began. At this time the *fountains of the deep* also opened, meaning that there was a great shaking of the earth as the earth’s crust itself opened in various places to send forth a powerful release of pressurized water.

B. When this occurred, the entire earth was covered with water. To illustrate this, take a glass juice or mayonnaise bottle. In the bottom of the jar add a few scoops of dirt and gravel. You may want to add a small plant or snail shell as well. Explain that this represents the earth before the flood. Then as you discuss the rain coming down, begin to pour water into the jar.

C. As the fountains of the earth opened and the rain continued to pour, there was a great shaking of the earth. Discuss how volcanos exploded and how the whole face of the earth was changed. As the volcanos exploded they sent forth hot rock into the water, which when the hot rock hit the water, cooled instantly, forming a
hard rock. Meanwhile, the dirt, gravel, plants, mud, and dead animals were being moved all around, swirling from one place to another. The water pressure was so great that massive trees uprooted and entire geologic formations changed.

D. As time went by, the water retreated from the earth and the dirt and gravel, plants and dead animals settled. As the layers of sediment compressed and hardened, they became sedimentary rock.

E. Heat and pressure in the earth continued to press upon the rock changing some of the igneous and sedimentary rock into metamorphic rock.

For a more complete understanding of the power of the Flood, the child should be exposed to the film records of the explosion of Mt. St. Helens. A video is available through the Institute for Creation Research, P.O. Box 2667, El Cajon, CA 92021. Although this was only a very tiny explosion compared to the force of the Flood, much can be learned from it. For example, the eruption blew out one entire side of the mountain, uprooting forests and sending it down in the mud slides. The mud, in turn, formed a canyon instantly (just as the much greater force of the Flood formed the Grand Canyon).

Discuss how quickly life returned after the eruption. Did you know that during the year following the eruption the farmers had the largest apples ever produced in the state of Washington? Relate this to the speed at which the earth would have grown vegetation after the Flood.

★ 3. Objective: Child becomes aware of the various forms of energy used by the city and their important role in our lives.

Activity: From the dictionary, have your child find the definition of the word energy. Discuss what forms of energy we use daily. List them. From this list determine which are in danger of shortage. Discuss how this would affect us. Describe each form of energy, and estimate where forms of energy will be utilized in the future. This will just be an estimated guess. Genesis 1:1 states, “In the beginning God (energy) created the heavens and the earth (matter).” We know that the source of all energy is God. For more information, see Grade 1 Science objective #6.

★ 4. Objective: Child relates his personal beliefs concerning the theory of evolution.

Activity: Explain to your child the theory of evolution, how it came to be and why it is not Biblically based. After your teaching you will want the child to summarize for you the theory of evolution and relate his personal beliefs concerning evolution. Should you need further help in understanding the subject, we suggest the book The Genesis Record obtainable through The Institute for Creation Research, P.O. Box 2667, El Cajon, CA 92021. Creation vs. Evolution is also discussed in Teaching Tips and Techniques.
Chapter 1: Social Studies

Grade 6

1. **Objective**: Child learns map-making skills, and relates a four-block area of a neighborhood to a map of those blocks.

**Activity**: Help your child make a drawing of four blocks of your neighborhood. Include houses, fences, fire hydrants, and some landscaping. Drawings should be approximately to scale, in relationship to one another. Color the map with colored pencils. Compare the same blocks to a map of your city. Have the child tell you the difference between the two. Include the directions of north, south, east and west on the map. Draw the map on drafting paper.

2. **Objective**: Child gains a specific understanding of the relationship of the location of his city to the North and South Poles by longitudinal and latitudinal lines of demarcation.

**Activity**: On a sheet of paper, ask the child to draw a map of the region where he lives (area of state). Have him mark the location of his city by marking longitude and latitude lines. To teach longitude and latitude have the child take a piece of paper and draw at random three symbols. Then have the child fold the paper accordion style into five lines both vertical and horizontal. On the horizontal lines place an alphabet letter. On the vertical lines place a number. Have the child draw over the lines with a pencil and then direct you (by use of the lines) to the location of the symbols he has drawn. Relate to the child that the lines he has drawn and the location of the symbols given are similar to longitude and latitude lines on the globe. Then have your child go to a map which marks longitude and latitude and find his city.

3. **Objective**: Child can give specific directions from your home to a familiar point and can draw a map showing you how to get there.

**Activity**: Ask your child to draw a map detailing directions from your home to a favorite treat store. If the child can draw such a map and you can get there by following his directions, treat him. Street names and explicit directions must be listed.

4. **Objective**: Child is introduced to the history of the Sumerians and Babylonians. Child relates period of time to the history of Abraham.

**Activity**: Discuss with your child the location of Sumer and Babylonia. Explain that Abraham lived during this time. The following facts should be introduced to the child:

1. Sumer and Babylonia were situated in present day Iraq in a region called Mesopotamia. This area is supplied by the Tigris-Euphrates rivers. Locate this area on a map.

2. The cities of Sumer and Babylonia were surrounded by strong walls. The population of these cities grew rapidly because of the sufficient food available from fertile valleys surrounding the cities. The residential part of the city was inhabited by people living in flat-roofed one-story homes. The business area of town was a vast bazaar, supplying the townspeople with material needs.

3. Most of the people’s economic status was that of a farm community. Property rights were respected, even by kings. Bartering was a common way of obtaining goods. However, some of the people depended on traders to finance some of their expeditions. These traders used letters of credit between cities and established a medium of exchange with gold and silver discs.

4. The people built temples to their gods. As time passed, the temples were built upon even further. An elevated temple was known as a ziggurat. The purpose of the ziggurat was to serve as a pedestal for the gods to descend to earth.

5. About 1850 B.C. an Amorite dynasty replaced the declining Sumerian influence of Mesopotamia. These conquerors established their capital in a small Sumerian town called Babylon. King Hammurabi came to the throne of Babylon around 1750 B.C. Hammurabi preserved the best legal documentation of the time which tells us of the social structure of Babylon. This is known as the Hammurabi Code.

5. **Objective**: Child compares the outline of his city with the city of Jerusalem, its walls and the changes in the walls, and the history behind the wall changes.

**Activity**: Give the child the map of Jerusalem on page 37. Notice the changes in the walls. As the population increased, the city needed more room. There are deep valleys on the east, south, and west of the city of Jerusalem. The east and west walls are built on the ridges of these valleys. In the early history of Jerusalem, there is thought to have been a southern wall extending far below where the south wall is today. The first northern wall extended from what is called the Jaffa Gate in the middle of the great temple area. Jerusalem was very vulnerable to attack from the northern side of the city because of so many gates in that area. Tell about the historical event of the Jews and their captivity and how the walls of Jerusalem were burned with fire. The book of Nehemiah describes this and the rebuilding of the walls of Jerusalem. Locate this time period on a time line.
Questions: Discuss our lines of defense against intruders. Since we do not have city walls, how do we protect our cities? What is the line of demarcation between cities? How is this line determined?

6. Objective: Child is introduced to topographical maps and is introduced to the coloring of hills, mountains, and plains.

Activity: Show your child your city or state on a topographical map. Explain how the coloring of the map describes the topography of the land. The child should tell you upon what type of land formation your city is built. Compare the topography of your area to the topography of the city of Jerusalem. See For Your Information on the topography of Jerusalem. The child may reproduce the topographical map of your city or state using salt clay, the recipe is on page 2 of the resource section. Shape the map on a piece of cardboard and color with markers when dry, using the correct colors.

7. Objective: Child determines which factors helped to establish his city. Child gains an understanding of his city’s history.

Activity: Research the history of your city. Your local library or Chamber of Commerce or historical museum will have information on the history of the city. After gaining the needed information, have your child determine which of the following factors helped to establish your city: defense, water power, railroad, natural gateways, waterways, good harbors, natural resources. Relate each of the above factors to areas in the United States which were established. For example: New York was a good harbor, the Mississippi River was a waterway, and New Orleans was established because of it. Santa Fe was established because of the trail, but grew because of the railroad.

8. Objective: Child becomes aware of various forms of government that might exist in his city. Child is introduced to the organization of the city.

Activity: Using the illustration on page 41 and noting the titles of your city officials, ask the child to determine what type of government form your city follows.

Questions: Who holds the power over the officials of the city? Why is voting important? Why is city government necessary? Do your city officials aid in the running of the city? Rate the need for their jobs on a scale of 1-10 with 10 being a high need.

⇒ Note: You want the child to express his opinion; there is no right or wrong. Discuss his answer objectively. If it is necessary, call your local city for information about the type of government in your city.

★ 9. Objective: Child is introduced to the voting process.

Activity: Hold a mock election in your home. Children may elect to run for jobs in the home. For example: A child who prefers trash duty over laundry sorting may wish to elect to run for trash duty. The child must make a poster to represent himself and may make buttons, etc. Hold a voting day with each family member voting yes or no for each job being campaigned. Stage a victory celebration. Child is responsible for job he won for set period of time. (Tricky?)

Additional Learning Option: To supplement the mock election ask the child to write an election speech. The child should include reasons why he would be better at the job for which he is campaigning, how he will be diligent to fulfill his promises, and personal attributes.

10. Objective: Child becomes familiar with data relevant to cities of the United States. Child graphs the results of study.

Activity: Discuss the following information and the trends reflected. Graph the information on a line graph using colored pencils. Chart must be labeled and explained. Do you notice anything interesting in the changes between 1999 and 2000 figures? What happened in 2000 that would make the figures more accurate? (A national census. Define and talk about the census.)

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<tr>
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<tbody>
<tr>
<td>Los Angeles</td>
<td>2,811,801</td>
<td>2,968,528</td>
<td>3,485,398</td>
<td>3,694,820</td>
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<tr>
<td>New York City</td>
<td>7,895,563</td>
<td>7,071,639</td>
<td>7,322,564</td>
<td>8,008,278</td>
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<tr>
<td>Chicago</td>
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<td>3,005,072</td>
<td>2,783,726</td>
<td>2,896,016</td>
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<tr>
<th>Farm Population</th>
<th>1900</th>
<th>1930</th>
<th>1960</th>
<th>1990</th>
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<tr>
<td>29,875,000</td>
<td>30,529,000</td>
<td>15,699,000</td>
<td>4,591,000</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Average Crop Production Per Acre</th>
</tr>
</thead>
<tbody>
<tr>
<td>1900</td>
</tr>
<tr>
<td>50 bushels</td>
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<table>
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<tr>
<th>Population Living on farms</th>
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<tbody>
<tr>
<td>1880</td>
</tr>
<tr>
<td>43.8%</td>
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</table>

11. Objective: Child becomes aware of the job of the Census Bureau, the population of his city, and the estimated population growth of his city within the coming five-year span.
**A.** After Noah and his family and the animals were in the ark, the rain began. At this time, the fountains of the deep also opened, meaning that there was a great shaking of the earth as the earth’s crust itself opened in various places to send forth a powerful release of pressurized water.

**B.** When this occurred, the entire earth was covered with water. To illustrate this, take a glass juice or mayonnaise bottle. In the bottom of the jar add a few scoops of dirt and gravel. You may want to add a small plant or snail shell as well. Explain that this represents the earth before the flood. Then as you discuss the rain coming down, begin to pour water into the jar.

**C.** As the fountains of the earth opened and the rain continued to pour, there was a great shaking of the earth. Discuss how volcanos exploded and how the whole face of the earth was changed. As the volcanos exploded, they sent forth hot rock into the water, which, when the hot rock hit the water it cooled instantly, forming a hard rock. Meanwhile, the dirt, gravel, plants, mud, and dead animals were being moved all around, swirling from one place to another. The water pressure was so great that massive trees uprooted and entire geologic formations changed.

**D.** As time went by, the water retreated from the earth and the dirt and gravel, plants and dead animals settled. As the layers of sediment compressed and hardened, they became sedimentary rock.

**E.** Heat and pressure in the earth continued to press upon the rock changing some of the igneous and sedimentary rock into metamorphic rock.

For a more complete understanding of the power of the Flood, the child should be exposed to the film records of the explosion of Mt. St. Helens. A video is available through The Institute for Creation Research, P.O. Box 2667, El Cajon, CA 92021. Although this was only a very tiny explosion compared to the force of the Flood, much can be learned from it. For example, the eruption blew out one entire side of the mountain, uprooting forests, and sending them down in the mud slides. The mud, in turn formed a canyon instantly (just as the much greater force of the Flood formed the Grand Canyon).

Discuss how quickly life returned after the eruption. Did you know that during the year following the eruption the farmers had the largest apples ever produced in the state of Washington? Relate this to the speed at which the earth would have grown vegetation after the Flood.

**★ 2. Objective: Child is introduced to elementary geology.**

**Activity:** Review with your child the following aspects of geology. Any of the facts your child does not know will need to be studied in detail. We suggest the book Geology published by Milliken Publishing Co. Words in bold print are words which should be known by the child and which the child should be able to explain. Collect samples of as many varieties of rocks as you can find. Mount on cardboard. Label with as much information as possible.

**A.** The earth consists of a core, a mantle and a crust. Have the child illustrate the meaning of these words by making an illustration of the earth. He will need to be capable of explaining what each term is.

**B.** The crust of the earth contains many geologic formations. Have your child identify each of the following:
C. There are two types of mountains: *folded mountains* and *block mountains*. The only surface sign of a hidden fault is a fold in the earth's crust. The formation of the hills and mountains created by these folds has been considered to be a slow process. That theory is not true. It is true that folds grow by repeated earthquakes. In fact, many of these folds have spawned sizable earthquakes. For example, there was a 15-foot uplift that occurred when an earthquake hit Al-Asnam, Algeria, in 1980. After you have given your child this information, have him tell you how fold and block mountains were formed (be aware of evolution input from books on this – relate all formation to the events of the Flood and Psalm 104:6-8) and the difference between the two. Illustrations work best for this explanation.

D. *Igneous rocks* are formed from molten materials deep within the earth's crust. *Magma* (the molten material) is extremely hot and may force its way toward the surface of the earth through cracks or fissures in the rock strata caused by earthquakes. Sometimes the intense heat and pressure of the magma weakens the rock above it until they give way under its force. Magma that reaches the earth's surface is called lava, and once expelled from volcanos it cools rapidly, forming rocks with small crystals. Some lava hardens at a slower rate of speed and becomes *basalt*, the most common rock on earth. *Pumice* also comes from a volcano. It is light (from air bubbles trapped in the rock) and is a natural glass. It is often used in scouring powders. When magma is blocked from reaching the land surface, it cools to form rocks that have large crystals. An example of this type of rock is *quartz*. Quartz is a mineral crystal found in granite and is colorless and transparent in its purest state. There are a large variety of quartz. Quartz is used largely in science and industry.

The earth’s crust is composed of naturally occurring elements. There are eight elements that occur repeatedly. They are: oxygen, silicon, aluminum, iron, calcium, sodium, potassium, and magnesium. Some of these elements are found as free atoms or molecules. However, most of them are found in combinations known as minerals. Minerals have distinct physical and chemical properties. Six of the most common minerals on earth are feldspar, quartz, mica, hornblende, calcite, and olivine. Each mineral is easily identified by physical properties. See page 7 of the Resource Section for information on how to identify minerals by their physical aspects.

E. *Sedimentary rocks* form in layers from sediments that have been compressed underwater. Sediment is weighted down by the water and other layers of sediment. The chemicals in the water are then deposited between the particles of sediment filling the tiny spaces, thereby cementing and forming the sediment into rock layers. Conglomerates, sandstone, and shale are common sedimentary rocks. The Flood is the primary catastrophic event responsible for the sedimentary rock seen. However, sedimentary rock continues to form in a longer time span today. Evidence of the Flood is easily seen in the strata layers of the earth and especially in the sedimentary resource of *coal*. Coal is the product of plant materials accumulated in low-lying areas and later buried under a very thick layer of sediments. During coal formation, the remains of dead plants turn into a substance known as peat and become buried under deposits of loose mineral matter. These sediments continue to pile up over the peat bed, and the pressure of the peat increases as the sediments become heavier and more compact. The sediments harden into rock. The energy of the coal-forming plants is preserved in the coal. When the coal is burned, it releases this energy in the form of heat.

Questions: Knowing how the Flood occurred, why are fossils most often found in sedimentary rock? How are petroleum and natural gas deposits formed within layers of sedimentary rock? When we burn coal, petroleum or natural gas today, we are really burning the remains of the Flood. Since this is a limited resource, we need to be conservation wise. What one thing could you do to help reduce your dependency upon fossil fuels?

F. *Metamorphic rock* is formed from pre-existing igneous, sedimentary, and other metamorphic rocks. Metamorphic rocks are rocks that have been changed by heat, pressure, and chemical action. Flint (from quartz) is a metamorphic rock as is marble (previously limestone), quartzite (from sandstone), and slate (shale).

**Note:** Information on types of sedimentary, igneous, and metamorphic rocks may be found on page 7 of the Resource Section.

★ 3. **Objective:** Child becomes aware of the forms of energy used by the city and their important role in our lives.

**Activity:** From the dictionary, have your child find the definition of the word *energy*. Discuss what forms of energy we use daily. List them. From this list determine which are in danger of shortage. Discuss how this would affect us. Describe each form of energy, and estimate where forms of energy will be utilized in the future. This will just be an estimated guess. Genesis 1:1 states, “In the beginning God (energy) created the heavens and the earth (matter).” We know that the source of all energy is God. For more information, see Grade 1 Science Objective #6.
4. **Objective**: Child relates his personal beliefs concerning the theory of evolution.

Activity: Explain to your child the Theory of Evolution, how it came to be and why it is not Biblically based. After your teaching you will want the child to summarize for you the theory of evolution and relate his personal beliefs concerning evolution. Should you need further help in understanding the subject, we suggest the book *The Genesis Record* obtainable through The Institute for Creation Research, P.O. Box 2667, El Cajon, CA 92021. Creation vs. Evolution is also discussed in *Teaching Tips and Techniques*.

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**Chapter 1: Language Arts**

**Grade 6**

1. **Objective**: Child imagines how Heaven will be. Child writes a poem (any style) concerning his first day in Heaven.

**Activity**: Ask your child to imagine how his first day in Heaven will be. Then have the child write a poem concerning his first day in Heaven. The poem should have a pattern, but does not need to necessarily rhyme.

2. **Objective**: Child becomes familiar with the process of asking older people questions for needed information. Child gains the understanding that older people know many facts that are important to us.

**Activity**: Interview an elderly resident of your town. Ask pertinent questions pertaining to the beginning of your city, how it was in days past, the differences in buildings, street layouts, and the number of people then and now. If the elderly person you interview is a relative, keep the answers for the Memory Book that is suggested in Chapter 4. Child should write interview questions previous to the interview and determine method for recording the interview. Following the interview, discuss differences in life styles of the past and present and the child’s personal preference.

**Note**: If you have immediate family members in another town or state, now might be the time to mail them the questionnaire on Resource pages 30–32. That way you will get them back in time to do the work in Chapter 4.

3. **Objective**: Child becomes familiar with names of Biblical cities. Child gains encoding and observation skills.

**Activity**: Copy *Name that City* located on page 38. Ask the child to complete it.
**Vocabulary**

Unscramble These Vocabulary Words

- geologist
- rock
- compaction
- code
- aqueduct
- treasurer
- zones
- limestone
- igneous
- city limit
- reservoir
- council
- voter
- sand
- metamorphic
- density
- mayor
- commissioner
- shale
- clay
- sedimentary
- population
- manager
- ziggurat
- geology

**Health and Safety**

The overall objective in this section is to acquaint your child with the safety and health laws of your city. We desire the child to question the laws that have been made, to obtain a reason for those laws, and to become aware of the need for safety and health in the city. The following suggestions are multi-level.

* What are some of the safety laws of your city for cars? For bikes? For pedestrians? For animals? Teach Kindergarten and First Grade children the rules of safety in and near the street. Familiarize them with different signs, what they mean, and how to carefully cross the street.

* After researching the laws of your city on safety, make safety buttons illustrating the safety rules. Cut circles from tag board. Decorate the button to illustrate the rules. Cover the buttons with clear contact paper. Glue a small safety pin onto the back of the button.

* Make safety stickers to illustrate a safety law. The international NO sign, a red circle with a diagonal line across it, may be used to illustrate negative aspects.

* A commissioner directs the Health Department. What rules do they have for sanitation in restaurants? Would you want to eat in a restaurant that did not comply with the sanitation laws? Why or why not? What might you find? What illnesses could be contracted through improper sanitation in an eating establishment?

* Is your home safe? Walk through your home looking for safety hazards. Be sure to improve anything you find. Do you have a smoke detector? Would your home be safe for a baby?

* What are your community’s health resources? Where are they? Are they easily accessible to most of the population of the city?

* Is your water supply safe? How do you know? What standards does your city utilize to determine safe water?

* Is the sewage disposal of your city sanitary? What happens to the wastes? If the system did not work, what diseases could be contracted from the results? How did cities in history handle waste materials? Example: In London the Black Plague broke out largely because they did not dispose of waste materials properly. Williamsburg and Jamestown also suffered plagues due to improper waste removal.
Field Trips

Field trips are a fantastic opportunity to teach in addition to being great fun. As you teach a subject, your student will remember much more if you take him to see what you are studying. Museums offer a great deal of information. You should be familiar with the museums in your area. Keep a list of all the resources available to you, cost to attend, directions and hours open. This will help you in future years of teaching.

We suggest that as you study a subject, you emphasize only that study on your field trips. This may mean you will take more than one trip to a museum or nature center, but your child will benefit greatly from this practice. It is easy for your child to become overwhelmed with all he sees.

Occasionally, it is fun to plan a family field trip away from home. A visit to a metropolitan area near to you over a weekend is exciting. Visiting friends near a national monument or dam will provide a wonderful change for your school. Everywhere you go you will find items which pertain to what you are studying. Seize every opportunity to teach from the things around you.

You will need to be equipped with a Survival Kit for all field trips. Page 2 of the Resource Section contains information on this.

Observe details everywhere you go with your child. Take pictures of your family and school at different localities. Mount them in your school scrapbook or photography book with labels and dates. These are priceless.

Co-op with other families on field trips. It’s always more fun when you share the blessings of the Lord. Match people you invite on different trips with the type of activity you have planned.

In this section throughout The Weaver you will find various suggested activities and places to visit. Do as many of them as possible. Your child will increase his retention rate greatly if he can see what you are teaching.

Chapter 1: Field Trips

* Research your city’s history. Your local historical society will be of great help to you. Visit the landmarks of your town. Using your Survival Kit, sketch the landmarks and note a brief explanation of the meaning of them. Even small towns throughout the United States have historical landmarks. Date and sign all drawings. File them in a separate file folder with a detailed explanation of the day’s activities and the subject being studied.

* Tour the post office and city hall. Sketch them and note how important communication is to your city. What jobs are done in which offices? The older children will need to note titles on the doors of the city hall to help determine the type of city government your city has.

* If you have a food plant accessible to you, tour it. Note from where the food arrives and its destination.

* Locate your city’s source of power. Discuss the type of power it generates. Sketch it.

* Your objective in this chapter is to acquaint your child with your city. Be creative in what you take your child to see. If your child holds a special interest in a subject, incorporate that into your study of the city.
Observation Projects

Every child enjoys a project that is on their level. Art is a general term given to the creation or recreation of a project. We will be referring to the term Observation Project for those projects which require the child to observe detail, coloring, shading, and proportion of an object. Art will be referred to as the process wherein a child takes any medium and creates without the bounds of description or expectation on the part of the teacher.

It is important, for both observation and art, to have the proper materials on hand. Your cabinet should include markers, pencils, erasers, rulers, powdered tempera paints, colored pencils, colored chalk, a chalk fixative (hair spray), papers of varying textures, and posterboard for mounting. You will also need a sense of humor for what is drawn. Observe closely what your child draws. Praise him for detail. Displaying of creations increases the self-esteem of your child.

Many of the projects suggested will also make wonderful gifts for grandparents and friends. Do not limit your conception of art to sketching and painting. Include the home arts of embroidery, needle point, quilting, paper making, card making, macrame, candle wicking, wood working, leather stenciling, and sculpture.

The list of available arts is endless. Follow the natural interest of your child. Do not limit the child to the medium you feel is suitable for the sex of the child. Men make beautiful needlepoint and girls do wonders at woodburning.

Most of all, have fun. Observation and Art should be activities in which you relax and are given a chance to express your inner self.

Bible Lesson Projects

To use with Bible Lesson 3:

Make three piggy banks. The variety of ‘banks’ available is endless. You may:

1. Gather several coffee cans or potato chip cans. Cut a slot in the plastic cover, and decorate the can as desired.

2. Buy three balloons. Blow them up and cover with paper maché. See page 3 of the Resource Section for the recipe. Cut slits big enough for coins and bills when the paper maché is totally dry.

3. Purchase ceramic banks. Let your child paint them and then have them fired.

Your objective is to provide one bank for savings, one for tithe, and one for spending.

To use with Bible Lesson 4:

Kindergarten: Use the pattern on page 12 of the Resource Section. Trace onto appropriate paper. Add twisted foil strip for the filament of the bulb.

All Levels: Make clay lamps similar to those used in Bible times. Illustrations are below. Page 2 of the Resource Section contains a recipe for clay. The lamps used in Bible times were very small. Usually they were 3 to 4 inches in diameter. They contained no images of man or beast in keeping with the second commandment. Rare lamps contained the imprint of the candelabra used in worship. Let the lamps dry, then paint them.

To use with Bible Lesson 5:

Kindergarten: Use the pattern on page 11 of the Resource Section. Using multi-colored paper, cut the circle and use black for the cross. Explain the meaning of a symbol to your child.

Levels 1–6: Obtain cement squares from a nursery (stepping stones). Give your child one of the following to make a symbol of the city: 1) chalk, 2) a file, 3) hammer and chisel. Be sure to protect your child’s eyes if a hammer and chisel are being used.
Chapter 1: Projects

- Draw the landmarks of your city as you are on field trips. Label the entries.

- Research the symbols for your city, county, state, and nation. Have your students draw them and color them. Mount and label on a posterboard. If you have not done so, make a logo for your school.

- Begin anytime in this unit, taking as many days as needed. Introduce your students to topographical maps. Look up “topography” in the dictionary. Show them a topographical map of your state. Study the different colors and what they mean. Allow all ages to help make a map of clay, making the map as accurate as possible. A good study Bible should have a topographical map of Jerusalem for comparison.

See Social Studies Grade 2 Obj. 10; Grade 3 Obj. 6; Grade 4 Obj. 6; Grade 5 Obj. 6; and Grade 6 Obj. 6.

Chapter 1: Memory Verses

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<tr>
<th>REFERENCE</th>
<th>BIBLE VERSE</th>
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<tbody>
<tr>
<td>Matthew 5:14</td>
<td>“You are the light of the world. A city set on a hill cannot be hidden.”</td>
</tr>
<tr>
<td>Revelation 21:27</td>
<td>“… and nothing unclean and no one who practices abomination and lying, shall ever come into it, but only those whose names are written in the Lamb’s book of life.”</td>
</tr>
<tr>
<td>Romans 13:1-2, 5-7</td>
<td>“Let every person be in subjection to the governing authorities. For there is no authority except from God, and those which exist are established by God. Therefore he who resists authority has opposed the ordinance of God, and they who have opposed will receive condemnation upon themselves. Wherefore it is necessary to be in subjection, not only because of wrath, but also for conscience sake. For because of this you also pay taxes, for rulers are servants of God, devoting themselves to this very thing. Render to all what is due them; tax to whom tax is due; custom to whom custom; fear to whom fear; honor to whom honor.”</td>
</tr>
<tr>
<td>Timothy 2:1-3</td>
<td>“First of all, then, I urge that entreaties and prayers, petitions and thanksgivings, be made on behalf of all men, for kings and all who are in authority in order that we may lead a tranquil and quiet life in all godliness and dignity. This is good and acceptable in the sight of God our Savior.”</td>
</tr>
<tr>
<td>Hebrews 13:14</td>
<td>“For here we do not have a lasting city but we are seeking the city which is to come.”</td>
</tr>
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</table>
3-Dimensional Map of the United States

You will be utilizing a map of the United States throughout The Weaver. Purchase a map of the United States from a school supply store. To make your state 3-dimensional, trace the outline of your state onto another piece of paper with a bold marker. Glue the paper onto a piece of styrofoam tray (meat tray variety). After it has dried, trim the styrofoam to the shape of your state. Tape or glue into place on the map. Highlight the city in which you live with a brightly colored stick pin or a star.

Survival Kit for Field Trips

The objective of a field trip is to be able to absorb as much of the experience as possible while enjoying a variation in learning activities. To accomplish this goal, we need to train our children to notice details in what we are studying. Gather the following materials to be taken with you on all field trips: paper for sketching, a clip board or heavy file folder (for firmness when drawing), pens, colored markers and colored pencils (for different hues of color), pencil and pencil sharpener, eraser, colored chalk (for coloring your pictures and art rubbings), tissue paper or freezer paper (for art rubbings and large scale drawings). This may all be kept in a cleaning caddie or a large canvas bag. If available, add your camera.

On every field trip, sketch what you are studying. As a teacher, you need to draw also. Incorporate detail into all your drawings and insist on the same from your children. Upon returning from your field trip, place all papers in a single folder marked "Field Trips" with a detailed explanation of where you visited, who was with you, subject studied, as well as the date, name and description of each picture. These are delightful for walks down "Memory Lane".

Art Clay

4 c flour
1 c salt
1 1/2 c water

Mix together and knead. Roll 1/4" thick and cut with cookie cutters. Bake @ 250 degrees for 2 hours.
Paper Maché

Newspaper
Bowl of water
Nylon stocking
1/4 c. dry wallpaper paste
1 c. water
Mixing bowl

1. Tear newspaper in strips (about 4 cups).
2. Soak newspaper in bowl of water overnight.
3. Pour results into stocking and squeeze out excess water.
4. Place paper back into bowl.
5. In separate bowl mix smooth paste of wallpaper paste and water.
6. Pour some paste over the paper and work it in with your hands, adding paste little by little until the paper maché feels like clay. Work around art object. This will take a few days to dry, so plan accordingly.

Play Dough

1 cup flour
1/2 cup salt
2 T. vegetable oil
1 t. alum (available at grocer's)

Mix the above together. Add a small amount of water, and continue to add in small amounts until the mixture is the consistency of bread dough. Add food coloring to the water before mixing. You will not need more than 1/2 cup water all together. Store in zip lock bags, or air tight containers.

Peanut Butter Play Dough

Mix together:

1 18 oz. jar of peanut butter
6 T. honey
Enough non-fat dry milk until the mixture is the desirable consistency.

Shape or roll out and cut into shapes. Decorate with raisins ...and ENJOY!

States and Capitals

State Capital
Alabama Montgomery
Alaska Juneau
Arizona Phoenix
Arkansas Little Rock
California Sacramento
Colorado Denver
Connecticut Hartford
Delaware Dover
Florida Tallahassee
Georgia Atlanta
Hawaii Honolulu
Idaho Boise
Illinois Springfield
Indiana Indianapolis
Iowa Des Moines
Kansas Topeka
Kentucky Frankfort
Louisiana Baton Rouge
Maine Augusta
Maryland Annapolis
Massachusetts Boston
Michigan Lansing
Minnesota St. Paul
Mississippi Jackson
Missouri Jefferson City
Mississippi-Boundaries
New Hampshire Concord
New Jersey Trenton
New Mexico Santa Fe
New York Albany
North Carolina Raleigh
North Dakota Bismarck
Ohio Columbus
Oklahoma Oklahoma City
Oregon Salem
Pennsylvania Harrisburg
Rhode Island Providence
South Carolina Columbia
South Dakota Pierre
Tennessee Nashville
Texas Austin
Utah Salt Lake City
Vermont Montpelier
Virginia Richmond
Washington Olympia
West Virginia Charleston
Wisconsin Madison
Wyoming Cheyenne
### Igneous Rocks

<table>
<thead>
<tr>
<th>Rock</th>
<th>Color</th>
<th>Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basalt</td>
<td>dark, greenish gray to black</td>
<td>dense, microscopic crystals, often in columns</td>
</tr>
<tr>
<td>Gabbro</td>
<td>greenish-gray, black</td>
<td>coarse crystals</td>
</tr>
<tr>
<td>Granite</td>
<td>white to gray, pink to red</td>
<td>tightly arranged, medium to coarse crystals</td>
</tr>
<tr>
<td>Obsidian</td>
<td>black with brown streaks</td>
<td>glassy, no crystals, shell like fracture</td>
</tr>
<tr>
<td>Peridotite</td>
<td>Greenish-gray</td>
<td>large, pipelike formation</td>
</tr>
<tr>
<td>Pumice</td>
<td>grayish-white</td>
<td>light, frothy, fine pores, floats on water</td>
</tr>
<tr>
<td>Rhyolite</td>
<td>gray to pink</td>
<td>dense, sometimes contains small crystals</td>
</tr>
<tr>
<td>Scoria</td>
<td>reddish-brown</td>
<td>large pores, looks like furnace slag</td>
</tr>
<tr>
<td>Syenite</td>
<td>gray to pink-red</td>
<td>coarse crystals, resembles granite but has no quartz</td>
</tr>
</tbody>
</table>

### Sedimentary Rocks

<table>
<thead>
<tr>
<th>Rock</th>
<th>Color</th>
<th>Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breccia</td>
<td>gray to black, tan to red</td>
<td>angular pieces of rock held together by natural cement</td>
</tr>
<tr>
<td>Clay</td>
<td>white, red, black brown</td>
<td>fine particles, dusty when dry, sticky when wet</td>
</tr>
<tr>
<td>Coal</td>
<td>shiny to dull black</td>
<td>brittle, in seams or layers</td>
</tr>
<tr>
<td>Conglomerate</td>
<td>many colors</td>
<td>rounded pebbles or stones with natural cement</td>
</tr>
<tr>
<td>Flint</td>
<td>dark gray to buff</td>
<td>hard, breaks in sharp edge</td>
</tr>
</tbody>
</table>

### States and Capitals Test

1. Raleigh
2. Pierre
3. Richmond
4. St. Paul
5. Des Moines
6. Bismarck
7. Topeka
8. Lincoln
9. Jefferson City
10. Madison
11. Springfield
12. Indianapolis
13. Lansing
14. Columbus
15. Charleston
16. Harrisburg
17. Annapolis
18. Dover
19. Albany
20. Trenton
21. Hartford
22. Providence
23. Concord
24. Augusta
25. Montpelier
26. Boston
27. Little Rock
28. Baton Rouge
29. Jackson
30. Nashville
31. Montgomery
32. Atlanta
33. Frankfurt
34. Tallahassee
35. Columbia
36. Helena
37. Cheyenne
38. Denver
39. Salt Lake City
40. Carson City
41. Boise
42. Phoenix
43. Santa Fe
44. Austin
45. Oklahoma City
46. Sacramento
47. Salem
48. Olympia
49. Honolulu
50. Juneau
Limestone: white, gray, and buff to black and red; forms thick beds, cliffs may contain fossils.

Sandstone: white, gray, yellow red; fine or coarse grains cemented together in beds.

Shale: yellow, red, gray, green, black; dense, fine particles, splits easily, smells like clay.

Metamorphic Rocks

Gneiss: gray, pink to red, black; medium to coarse crystals.

Marble: many colors; medium to coarse crystals.

Quartzite: white, gray, pink; massive, hard, glassy.

Schist: white, gray, red, green, black; flaky particles, finely bonded, feels slippery, sparkles.

Slate: black, red, green, purple; splits into thin, fine grains, dense, smooth slabs.

Information in above chart is contained in *The World Book Encyclopedia.*
Cut Circle from brightly colored paper.

Cut cross from black paper.
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Scriptures quoted in Volume I of The Weaver are from the New American Standard Version of the Bible unless otherwise noted.

By

Rebecca L. Avery

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by
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(800) 622-3070
Dear Friend,

It is with great pleasure that I am able to introduce this series of books entitled *Day by Day*. It is our prayer that this resource will be of great value in maximizing your preparation time, permitting you to direct your time toward effective teaching.

The creation of *Day by Day* is the result of five years of brainstorming. Many of the ideas you will find in these pages are directly from your requests. We have endeavored to include all possible combinations. We did include as many choices as possible to study, you may replace it by an activity of your choice from the *Weaver Curriculum*. The objective necessary for each grade level has been included into the lessons. Because the unit study concept is not strungently organized, it is a fact that, at heart, the unit study concept is necessarily organized. It is a process of following the information provided in the beginning of the book, which should provide teacher information regarding the implementation of the unit and specific information regarding the implementation of the unit and specific information regarding the implementation of Wisdom Words.

There are several sections to *Day by Day*. At the beginning of each chapter you will find the Unit Preparation section. This section lists the number of the *Weaver Curriculum* you need to read before teaching, points which you should know, books from the Resource Sets you will be using during this chapter, supplies needed for preparation of the unit, and specific information regarding the implementation of Wisdom Words.

For each day’s lesson plans you will find the following divisions:  

- Date: Place the projected date for this day’s teaching in this space. If you will mark this date in pencil, you will find it easier to adjust should the need occur. This may be the least formalized feature you may want to utilize to plan your teaching. Even the best laid plans go awry. Allow for some flexibility in your scheduling.

- Thru: The suggested teaching days, the theme for the chapter, which pages of the *Weaver Curriculum* you need to read before teaching, points which you should know, books from the Resource Sets you will be using during this chapter, supplies needed for preparation of the unit, and specific information regarding the implementation of Wisdom Words.

- Place the projected date for this day’s teaching in this space. If you will mark this date in pencil, you will find it easier to adjust should the need occur. This may be the least formalized feature you may want to utilize to plan your teaching. Even the best laid plans go awry. Allow for some flexibility in your scheduling. There may be times when you will need to change the date several times before you actually get the materials taught. Don't feel guilty when this occurs. It is part of the home educator’s job description.

- Thought for Today: This section is just for you! We have drawn widely from historical writings to bring you the best thought on the subject we are studying. While these sections are for you, you may at times share them with your students. They are very useful for provoking thought and discussion.

Bible: This section will detail the Bible verse to be studied for the day. We tell you which Bible lesson to use, the Bible references, highlighted information, application, and illustration when applicable.

- Creative Writing: A creative idea is provided for each day’s writing. This may be used in connection with the *Wisdom Word* program your child is keeping. These ideas are thought starters, concepts to encourage your child to write on a deeper level than the traditional “don’t know what to write...” If you find the creative writing idea is not adaptable to your situation, use an idea from an alternate grade level, or create your own version.
Wisdom Words: We have listed the daily objective for grammar and composition in this section. Each grade level is listed with the name of the objective beside it. If an objective requires more than one day we tell you when to begin teaching the objective, and when to end.

Math and Reading: Both of these sections are supplemental. Write your supplemental source and the corresponding pages in these spaces. Under reading, list phonics and spelling as well as any reading books assigned.

Please note that we have not assigned daily memory verses. We have found that memory capabilities vary greatly from one child to the next. This is an area that you need to specifically tailor for your child. The memory verse you choose for your child to use also serves as penmanship practice. Follow the instructions in the volume.

WARNING!! Day by Day was not created to be your master. It is only your guide. If, in teaching, you place too much emphasis on the plan and ignore the needs of the student, you will minimize your success. We want you to be successful and we respectfully suggest that you make the Day by Day lesson plans fit your time frame. Should you become delayed in your objectives, simply re-arrange the lesson plans until you have caught up with our plans. There are three alternative uses for Day by Day. One alternative is to use it as it is, within the time frame given. A second use is to use the Day by Day only until you are comfortable with the program and lesson planning. You may then arrange your own lesson plans by following the directions in the volume. A third alternative is to use Day by Day only as a guide–line for your lessons, creating as desired, reserving the structure for times of high need (such as births, deaths, illnesses, or exhaustion). However you choose to use it, Day by Day was created to help you. Use it as your tool.

Our prayer is that this book will aid your successful journey through a year of profitable Biblical and academic education.

In The Master’s Service,

Becky Avery, Author of The Weaver

Day by Day

Day by day and with each passing moment
Strength I find to meet my trials here;
Trusting in my Father’s wise bestowment,
I’ve no cause for worry or for fear.
He whose heart is kind beyond all measure
Gives unto each day what He deems best.
Lovingly, its part of pain and pleasure,
Mingling toil with peace and rest.

Ev’ry day the Lord Himself is near me
With a special mercy for each hour;
All my cares He fain would bear, and cheer me,
He whose name is Counselor and Pow’r.
The protection of His child and treasure
Is a charge that on Himself He laid;
All your day, your strength shall be in measure.
This the pledge to me He made.

Help me then in ev’ry tribulation
So to trust Thy promises, O Lord.
That I lose not faith’s sweet consolation
Offered me within Thy holy Word.
Help, me, Lord, when toil and trouble meeting,
E’er to take, as from a father’s hand,
One by one, the days, the moments fleeting,
Till I reach the promised land.

Day by Day: Words by Lina Sandell Berg, 1832-1903: Music by Oscar Ahnfelt, 1813-1882
# Table of Contents

**INTRODUCTORY LETTER** ........................................... v

**DAY BY DAY POEM** ................................................... viii

**HOW TO READ A DAY BY DAY PAGE** ........................... xi

**SUGGESTED READING** ................................................ xv

**CHAPTER 1: UNIT PREPARATION** ................................. 1
  Theme: The City: Creation versus Evolution

**CHAPTER 2: UNIT PREPARATION** ................................. 37
  Theme: Architecture, Geology: volcanoes–change

**CHAPTER 3: UNIT PREPARATION** ................................. 75
  Theme: Speech, Sound, Language

**CHAPTER 4: UNIT PREPARATION** ................................. 121
  Theme: History, Family History–Genealogies

**CHAPTER 5: UNIT PREPARATION** ................................. 175
  Theme: Moving, Transportation, Geographical Factors

**CHAPTER 6: UNIT PREPARATION** ................................. 211
  Theme: Famine, Water Cycle, Rivers, Ponds and Oceans

**CHAPTER 7: UNIT PREPARATION** ................................. 245
  Theme: Plant Kingdom, Reproduction of Plants, Agriculture

**CHAPTER 8: UNIT PREPARATION** ................................. 281
  Theme: Animals, Effect of Famine on Animal Life

**CHAPTER 9: UNIT PREPARATION** ................................. 323
  Theme: Money, Stewardship, Wars

**CHAPTER 10 A: UNIT PREPARATION** ............................. 361
  Theme: Solar System, Stars, Time, Seasons

**CHAPTER 10 B: UNIT PREPARATION** ............................. 395
  Theme: Solar System, Time, Seasons

**CHAPTER 11: UNIT PREPARATION** ................................. 437
  Theme: Covenant, Character Sketches

**CHAPTER 12: UNIT PREPARATION** ................................. 465
  Theme: Young Scientist Human Body, Life Cycle

**CHAPTER 13: UNIT PREPARATION** ................................. 519
  Theme: Character Sketches, Review

**CHAPTER 14: UNIT PREPARATION** ................................. 535
  Theme: Deceit of Jacob, Camouflage, Optical Illusion

**CHAPTER 15: UNIT PREPARATION** ................................. 551
  Theme: Joseph, Insects, Preservation of Food

**CHAPTER 16: UNIT PREPARATION** ................................. 577
  Theme: Slavery, Slavery of Jacob’s Family
How to Read a ‘Day By Day’ Page

The introduction pages also explain how each feature of the Day by Day helps the teacher.

Chapter 3: Day 2

Date: Theme: Speech, Sound, Language

Thought for Today
When a good man speaks, he is worth listening to, but the words of fools are a dime a dozen.

Bible

Review: Bible Lesson #1

Science

1: Obj. #3 (ears, hearing)
2: Obj. #3 (ears, hearing)
3: Obj. #3 (ears, hearing)
4: Obj. #2 (ears, hearing)
5: Obj. #1 (sound travel – Doppler effect)

Number of Objective (or assignment) found in the Volume’s colored pages

Health and Safety

#1: ear safety K–6

Field Trip

K–6: Orchestra performance if not available in person, rent a video or listen to a recording.

Divides the chapters into the correct number of days.

Fill in the date you plan to teach this day. Pencil allows for changes.

Reminder of major theme.

A grade level doing the assignment. For example, Kindergarten will be doing a Dot to Dot from the Resource section. Grade 1 through grade 6 will be drawing musical instruments.

Books suggested to help student and teacher.

Books

Library book on hearing
Reference book
Young Scientist Human Body, Usborne pages 18–19

Supplies needed for this day’s projects, if you choose to do them.

Supplies

Make copy Resource page 19 K
Paper and pencils K–6
Tape player with blank tape
Music staff paper (available from a music store)

Ideas for writing assignment, if the student ‘just can’t think of anything to write about’. Not needed if Language Arts is assigned.

Creative Writing

K: Draw a person with “ears”
1: Draw a person with “ears” and describe a sound this person might be hearing.
2: List quiet sounds versus noisy sounds.
3: List sounds you like to hear.
4: Record household sounds. Play them back to your child. Have the child list them as he hears them.
5–6: Write a frame of music (may be copied). Discuss how music is written in its own language.

Lots of free space to keep notes: amount of time spent, success of project, grades assigned.

Assignment for each grade.

Reminder of major theme.

Grade that will use suggested books.

Suggested on where to find supplies.

Grade that will use suggested books.
How to Read a ‘Day By Day’ Page
(continued)

Wisdom Words
- K: PAGE 43 (the “ch” sound)
- 1: PAGE 53 (capitals and periods)
- 2: PAGE 66 (what is a noun)
- 3: PAGE 97 (using clustering to form word banks)
- 4: PAGE 137 (review—compound words)
- 5: PAGE 170 (review—poetry)
- 6: PAGE 201 (inverted order in sentences)

Math (supplemental source)
Record daily assigned pages or concepts you are working on in your math program.

Reading (supplemental source)
Assignment for reading — teacher’s choice:
K–2 Phonics program you are using.
3–6 Reading materials to supplement the unit. Extensive reading materials list is in Teaching Tips & Techniques.

Lots of free space to keep notes: amount of time spent, success of project, grades assigned.

Assignment for each grade level in Wisdom Words.

Major subject headings.

Subject of the assignment in Wisdom Words with page number.

Blank area to write down what each student is doing in math.

Blank area to write down what books each student is reading, or what phonics lesson the younger students are doing.
Suggested Resources

Bible


Christopher Columbus, The Sower Series, Mott Media, 1976  3–12

City, David Macaulay, Houghton Mifflin Company, Boston, 1974  3–12

Earth, Sun, and Stars, Milliken Publishing Co., 1988  K–3

Electricity and Magnetism, Milliken Publishing Co., 1986  3–12

Exploring Space, Milliken Publishing Co., 1986  K–12

Francis Scott Key, David Collins, The Sower Series, Mott Media, 1982  3–12

Fearfully and Wonderfully Made, Dr. Paul Brand & Philip Yancey, Zondervan Publishing House, 1980, available from any bookstore  Adult


Fish, Amphibians, and Reptiles, Milliken Publishing Co., 1991  K–12

Geology, Milliken Publishing Co., 1986  3–12

The Genesis Record, Henry Morris, Institute for Creation Research, P.O. Box 2667, El Cajon, CA 92021 write for a catalog.


Insects, Milliken Publishing Co., 1986  K–12

Joseph Flannelgraph, Child Evangelism Press, 1999  K–2


Master Your Money, Ron Blue, available in most Christian bookstores or library  Adult

Nutrition, Milliken Publishing Co., 1997  K–12

Oceanography, Milliken Publishing Co., 1991  3–12

Patriarchs Flannelgraph, Child Evangelism Press, 1999  K–2

Plants, Milliken Publishing Co., 1986  3–12


The Sun’s Family, Milliken Publishing Co.  3–12

Susanna Wesley, Charles Ludwig, The Sower Series, Mott Media, 1984  3–12

United States Map Skills, Milliken Publishing Co., 1986  3–12

Wall Chart of World History, Original author Edward Hull, Barnes and Noble, 1999 (Be advised that publishers Barnes & Noble have added a few evolutionary comments to the Wall Chart maps, but the original biblical timeline is intact.)

Weather, Milliken Publishing Co., 1986  3–12


The Wright Brothers, Charles Ludwig, The Sower Series, Mott Media, 1985  3–12

Young Scientist, Human Body, Usborne Publishers  3–12

(The grades suggested are the author’s assessment. You may use these books for any grade you choose.)
Chapter 1: Unit Preparation

Suggested Days: 10                  Theme: The City, Creation Versus Evolution

Thought for Today
If you would know, and not be known, live in a city.

Books

The Bible

*The Genesis Record* by Henry Morris (pages 189–244). *The Genesis Record* may be purchased through The Institute for Creation Research, P.O. Box 2667, El Cajon, CA 92021. For smaller children, *Noah’s Ark* may be purchased from The Institute for Creation Research also.

*City*, David Macaulay

*Sume and Babylonia*, Milliken Publishing Co.

*United States Map Skills*, Milliken Publishing Co.

*Electricity & Magnetism*, Milliken Publishing Co.

*First Book of Nature*, Usborne Publishers

*Geology*, Milliken Publishing Co.

*Where Does Electricity Come From?*, Usborne Publishers

Pamphlets from your city’s Chamber of Commerce explaining your city’s history.

City map from your Chamber of Commerce

Unusual Supplies

This section at the beginning of each unit will mention unusual supplies. It will be presumed throughout the supply lists that the basic supplies mentioned in the Volume introduction are on hand.

Drafting paper, Day 1 5–6
Wall map of the United States (You will use this every year)
Topographical map of your state
Regular map of your state
Map of your city

A NEW FEATURE is a list in each chapter of the resource pages you will be using. Highlight the grades you use, then make a list of which pages you need to copy out of the Resource pages in the back of the volume.

**CHAPTER TWO RESOURCE PAGES NEEDED:**

**Bible:** page 1
**Grade K:** page 2
**Grade 1-3:** pages 2, 7, 10, 30-32
**Grade 4:** pages 4, 5, 6, 7, 10, 30-32
**Grade 5-6:** pages 2, 7, 10, 30-32

**VOLUME PAGES NEEDED:**

**Grade 1-6:** Map of Jerusalem, chapter page 37
**Grade 2-6:** Name that City, chapter page 38
**Grade 3-6:** Forms of City Government, chapter page 41

**OBSERVATION PROJECTS:**

All: page 2
**Grade K:** page 11
Sugar cubes
White contact paper
Aluminum foil
Small candle
Picture of a cross
Glitter
Cement stepping stones, like they have at Plant Nurseries

Unit Preparation

**READ:**  Chapter 1: For Your Information and Factors of Change, Unit 1 in *The Weaver*

**HIGHLIGHT:** Areas in For Your Information you want to teach
MAKE:
Vocabulary cards. Write words on one side, definition on other side. Note: Vocabulary words are well suited to be used as introductory materials. Choose only the words that fit your student’s level. Make copy: Vocabulary work page from Unit 1 of Weaver for student’s use.

BACKGROUND:
Refresh your memory as to the event of the Flood and the landing of the ark. If necessary, read again Genesis 1–10. If students do not know the days of creation, require memorization of them. In further teaching on a subject, always refer to the day of creation for that item. Example: When studying about plants, begin by stating that plants were created on Day 3 of creation. For scientific explanation of the Flood only general information is needed.

POINTS TO KNOW:
1. The Flood was world wide;
2. Noah’s obedience saved the animals and people God created;
3. The atmospheric conditions of the earth changed so rain could occur;
4. The waters above the earth (atmosphere) and the “fountains of the deep” opened (Prov. 8:24 and Job 38:16);
5. Major volcanic activity, earthquakes, and mud slides occurred as the power of God was released;
6. Magma would have spewed over the earth, along with great quantities of volcanic dust;
7. The entire world was covered with water; (Psa. 104:6–9; II. Pet. 3:5–6).
8. The mountains rose, the valleys sank down. It was a total re-shifting of foundations of the earth. All living substances were destroyed;
9. After the Flood the world was changed. Refer to the book “The Genesis Record”, pages 211–212, for further information.

FACTS TO KNOW:
A. Who founded the city?
B. What are your city’s natural resources?
C. What is your city’s primary source of money?
D. What is your city’s symbol?
E. Where are your city’s utilities?
F. What is your city’s topography?

MEMORY VERSE:
Memory Verse cards are at the end of this chapter (in The Weaver). We suggest memorization of these scriptures. These may be integrated as you desire. Suggestions for teaching penmanship with Memory Verses are included in the introduction of The Weaver.

Every week, copy the Memory Verse page, cut out the Memory Verses, and glue them onto 3x5 index cards. Keep in a file as instructed in the Volume introduction.

HEALTH AND SAFETY: Day 2

OBSERVATION PROJECT: Day 5, Day 7, Day 9

Wisdom Words
Throughout the first two weeks of school, you will be introducing your child to many new ideas and methods of study. One of the most revolutionary methods of study is incorporated in Wisdom Words. Read the introductory materials in Wisdom Words so that you understand the concepts given. Beginning on Day 16 of Day by Day we will be assigning specific activities and objectives from Wisdom Words.
During the first two weeks of school, you will need to acquaint your student with creative writing as it is the basis of the Language Arts program. Your goal during this period of time is for the student to become fluent in writing. The desire is for daily writing to become a natural part of your child's life. In the Creative Writing section of this book we have given you daily writing concepts. Begin by having your child complete the Creative Writing only. Do not assign any further goals from Wisdom Words. Do not correct mistakes in the writing at this point. Do not correct spelling. The time will come to do all these, but the time for that is later. So, enjoy writing!

Beginning on Day 16 of this chapter you will begin to expand the expectation placed on your child's writing. Require that lines be skipped (you want one blank line between each line of writing for editing purposes) and that each word the child thinks is not spelled correctly is circled. Do not begin to require anything else in the writing until directed to do so in either a Wisdom Words' objective or in a teaching directive in this section of Day-By-Day. Page numbers are given to you in this section for the daily lesson plans. Follow the directions within Wisdom Words to fulfill the objective.

Note: Should your child not be ready to keep the peace we have set, follow his inclinations on time. Do not rush the child. It is better to make certain that the child has understood the objective than to rush through the lesson. If you fall behind (for whatever reason) simply check off the objectives you have completed and continue to teach in the order given. Do not skip objectives. You may take a day to two at a later period to catch up, if desired, but do follow the sequence given in the lesson plans.

Math (supplemental source)

In The Weaver Curriculum, Math is drawn from a supplemental source. You will need to place your child in a program that is suited to both you and your child. The Math section is provided for on a daily basis throughout Day by Day. In this section you will record the daily pages or concepts to be taught for each of your children. Record the page numbers and/or concepts for the two week period during your planning time so that you are adequately prepared.

Reading (supplemental source)

Reading (including phonics) is drawn from a supplemental source. If your child is third grade or below, you may need to supplement The Weaver Curriculum with a phonics program. The progression of the phonics program will determine the reading materials you give to your child. Reading may take many forms for the older student. In Teaching Tips and Techniques you will find a list of classics to be read at each grade level. You may incorporate these books with reading on the topics being studied. This section will remain blank throughout Day by Day to allow you to write in the reading (or phonics) you are assigning for the day. Assign the reading for the two week period when you do your planning so that you are adequately prepared. Remember, the extensive resource lists are suggestions only. Your students are not required to find and read every book.
Chapter 1: Day 1

Date: 
Theme: The City, Creation versus Evolution

Thought for Today
Train up a child in the way he should go, even when he is old he will not depart from it.

Books

U. S. Map Skills, Milliken as needed to teach the concepts presented. Concepts differ according to grade level. Use the pages which present the grade level concept given within The Weaver Curriculum. 4–6

Supplies

Paper, markers, (Peanut People) Resource page 1, pencil K–6
City map, Chamber of Commerce
Colored pencils 4–6
Drafting paper 5–6
Make copies: “Name That City” page 38 2–6

Bible

Read: Bible Lesson #1
Bible Ref.: Gen 11:4–City Built
Highlight: Areas to teach with highlighter pen
Illustration: “Peanut People” (Resource section, page 1)

Social Studies

K: Obj. #1 (early map-making skills)
1: Obj. #1 (early map-making skills)
2: Obj. #1 (comparison-map skills)
3: Obj. #1 (comparison-map skills)
4: Obj. #1 (comparison-map skills)
5: Obj. #1 (comparison-map skills)
6: Obj. #1 (comparison-map skills)

Language Arts

K: Obj. #1 (storytelling about his city)
1: Obj. #1 (storytelling about his city)
2: Obj. #4 (“Name That City” worksheet–page 38)
3: Obj. #4 (“Name That City” worksheet–page 38)
4: Obj. #3 (“Name That City” worksheet–page 38)
5: Obj. #3 (“Name That City” worksheet–page 38)
6: Obj. #3 (“Name That City” worksheet–page 38)

Creative Writing

K: Tongue exercises–Wisdom Words, page 38
1: Color words–Wisdom Words, page 48
2: Help your child list his favorite foods.
3: Write a sentence using “Time Order” words-Wisdom Words, page 92

4: Write a paragraph using the words first, second, and last in sequence—Wisdom Words, page 134

5: Write a descriptive paragraph describing the child’s room.

6: Write a paragraph on how your child thinks his city came to be (speculation only).

**Wisdom Words**

Incorporate daily writing as described in Creative Writing. Apply Wisdom Words concepts only if designated in Creative Writing.

**Memory Verse / Penmanship**

Choose a *memory verse* for each student according to their ability. Use copies of the lined pages in Wisdom Words appropriate to grade level for penmanship practice. Have the student practice their memory verse/penmanship each day. Recitation of the memory verse should be required each Friday.

Memory Verses chosen: ________________________________

**Vocabulary / Spelling**

Study *vocabulary words*. Use the vocabulary cards you have made. Student should look up each word, write definitions, use each in a sentence, and add diacritical markings if 3rd grade or older. Use the vocabulary words, plus any words collected during the unit’s study that are new, as spelling words. Assign words appropriate to grade level. Study Monday and Tuesday. Give a test Wednesday. Review words missed on Thursday. Test again on Friday.

**Math (supplemental source)**

Record daily assigned pages or concepts you are working on in your math program.

**Reading (supplemental source)**

Assignment for reading — teacher’s choice:
K–2 Phonics program you are using.
3–6 Reading materials to supplement the unit. Extensive reading materials list is in *Teaching Tips & Techniques*. 
Chapter 1: Day 2

Date:  Theme: The City, Creation versus Evolution

Thought for Today
He who looks up to God rarely looks down on people.

Books

For option in Bible Lesson: *Sumer and Babylonia*, pages 3–6 and 8–12

*Geology*, Milliken, pages 3–5 3–6

Supplies

Magnifying glass, posterboard, tacky glue, marker  K–2

Magnifying glass, large piece of cardboard, hot glue gun, marker  3–6

NOTE: the hot glue will work best to mount rocks but MUST BE SUPERVISED BY THE TEACHER!

**Health & Safety:** Posterboard, clear contact paper, safety pin, hot glue gun, white contact paper for stickers

Bible

**Review:** Bible Lesson #1 – Child retells story with Peanut People. (Option: Learn more about Sumer and Babylonia.)

Creative Writing

**K:** Have child draw his room, putting himself in the drawing.

1: Help child list the construction items needed to build a city.
   Examples: sand, soil, pipes, concrete, wood, nails, wire. The book *City* by David Macaulay is a wonderful resource, sure to become a family favorite.

2: Have child put favorite foods list (see Day 1, Creative Writing) in a paragraph form.

3: Write a complete story containing “order words”, *Wisdom Words*, page 92.

4: Write a paragraph about your day today, starting with what you did first, second, etc.

5: Write descriptively about the busiest room in your house.

6: Write a short story beginning: “If I were Mayor, I would change the city by ...”
Wisdom Words

Apply only the Creative Writing ideas and the Wisdom Words pages as directed in Creative Writing.

Math (supplemental source)

Record daily assigned pages or concepts you are working on in your math program.

Reading (supplemental source)

Assignment for reading — teacher’s choice:

K–2 Phonics program you are using.

3–6 Reading materials to supplement the unit. Extensive reading materials list is in Teaching Tips & Techniques.

Chapter 1: Day 3

Date: Theme: The City, Creation versus Evolution

Thought for Today
He who has begun his task has half done it.

Books

Geology, Milliken, as needed for teaching elementary geology—use only for those concepts applied in The Weaver Curriculum.

U. S. Map Skills, Milliken

Supplies

Map of your city, Chamber of Commerce

BIBLE STORY ILLUSTRATION: 5” x 11” paper, glue, rock, sand

Bible

READ: Bible Lesson #2

BIBLE REF.: Matthew 7:24–27

ILLUSTRATION: Make “paper houses”

Social Studies

K: Obj. #4 (introduction to geology)

I: Obj. #4 (introduction to geology)

2: Obj. #1 (Finish maps)
**Language Arts**

K–I: Tell a story about your favorite senior citizen.

2: **Obj. #3** (interview elderly)

3: **Obj. #3** (interview elderly)

4: **Obj. #2** (interview elderly)

5: **Obj. #2** (interview elderly)

6: **Obj. #2** (interview elderly)

**Creative Writing**

K: Have child say “s” sound; *Wisdom Words*, page 39.

1: Place color word cards in “ABC” order; *Wisdom Words*, page 49.

2: Describe in a paragraph what a geologist’s job is.

3: Make a list of items you could build with rocks.

4–6: Make a list of all rocks you have collected with definitions and location where the rock was found.

**Wisdom Words**

Apply the concepts in Creative Writing, adding *Wisdom Words* concepts only when given in Creative Writing.

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**Math (supplemental source)**

Record daily assigned pages or concepts you are working on in your math program.

---

**Reading (supplemental source)**

Assignment for reading — teacher’s choice:

K–2 Phonics program you are using.

3–6 Reading materials to supplement the unit. Extensive reading materials list is in *Teaching Tips & Techniques*.
Chapter 1: Day 4

Date:               Theme: The City, Creation versus Evolution

Thought for Today
He who walks with God always gets to his destination.

Books

Encyclopedia 5–6

Supplies

Same supplies as Day 2

Bible

REVIEW:               Bible Lesson #2

Science

K: OBJ. #2 (Finish soil sample collection and study)
1: OBJ. #2 (Finish soil sample collection and study)
2: OBJ. #1 (Finish soil sample collection and study)
3: OBJ. #1 (Finish rock collection and study)
4: OBJ. #1 (Finish rock collection and study)
5: OBJ. #1 (Finish rock collection and study)
6: OBJ. #2 (Finish rock collection and study)

Creative Writing

K: Draw a person made of rocks.
1: Draw a rock sculpture.
2: List the different locations you may find rocks.
3: Write a summary of all the rocks you’ve collected.
4: Write a paragraph beginning with this sentence: “I am a sculptor...”.
5: Write three sentences about a famous sculptor. Use the encyclopedia.
6: Write three sentences about a famous sculptor. Use the encyclopedia.

Wisdom Words

Apply only the concepts given in Creative Writing.

Math (supplemental source)

Record daily assigned pages or concepts you are working on in your math program.

Reading (supplemental source)

Assignment for reading — teacher’s choice:
K–2 Phonics program you are using.
3–6 Reading materials to supplement the unit. Extensive reading materials list in Teaching Tips & Techniques.
Chapter 1: Day 5

Date:                  Theme: The City, Creation versus Evolution

Thought for Today
He who expects nothing shall not be disappointed.

Books

Library books on Japan and Africa, Grade 2, Objective 11

City, David Macaulay

Sumer and Babylonia, Milliken, page 1 and applicable pages 5–6

Supplies

Money for treat: Grade 1 Obj. 6; Grade 2 Obj. 5; Grade 3 Obj. 4;
Grade 4 Obj. 3; Grade 5 Obj. 3; Grade 6 Obj. 3
This is actually a Field Trip. You may make the trip any day that works best.

BIBLE STORY ILLUSTRATION: Cardboard, sugar cubes, tacky glue

OBSERVATION PROJECT: Optional supplies needed for choice of piggy banks

Bible

READ: Bible Lesson #3


ILLUSTRATION: Sugar cube house

Social Studies

K: Review Obj. #1 (map making)
1: Obj. #7 (City people)
2: Obj. #6 (City of Jerusalem)
3: Obj. #5 (City of Jerusalem)
4: Obj. #4 (history of Sumer and Babylonia)
5: Obj. #4 (history of Sumer and Babylonia)
6: Obj. #4 (history of Sumer and Babylonia)

Observation Projects

K–6: Make 3 piggy banks as described in this section of The Weaver Curriculum.

Creative Writing

K: Draw a road on paper for child to run a play car over. Stress staying on the road.

1: Draw directional arrows on paper.

2: Write a statement describing which foreign city he would like to visit.

3: Write a paragraph on which country he would like to visit.

4–5: Write a paragraph on why he would or would not like to be a travel agent and travel to various countries.

6: Write a paragraph on the differences between life in Abraham’s time and in our time.

Wisdom Words

Apply as directed in Creative Writing.
Math (supplemental source)
Record daily assigned pages or concepts you are working on in your math program.

Reading (supplemental source)
Assignment for reading — teacher’s choice:
K–2 Phonics program you are using.
3–6 Reading materials to supplement the unit. Extensive reading materials list is in Teaching Tips & Techniques.

Chapter 1: Day 6
Date: Theme: The City, Creation versus Evolution

Thought for Today
He who sits down cannot make footprints in the sands of time.

Books
Geology, Milliken, pages 2b–7a

Additional Study Option: The Genesis Record, Henry Morris 4–6

Additional Study Option: Dinosaurs by Design 5–6; Both study options available through Institute for Creation Research, P.O. Box 2667, El Cajon, CA 92021.

Supplies
Rock, sand, clay, bowls K
Glass jar/lid, gravel or dirt, water, toothpicks 2–5

Bible
Review: Bible Lesson #3

Science
K: Obj. #3 (water with sand, clay, and rock)
1: Obj. #4 (effects of Flood)
2: Obj. #3 (effects of Flood)
3: Obj. #2 (effects of Flood)
4: Obj. #2 (effects of Flood)
5: Obj. #2 (effects of Flood)
6: Obj. #1 (effects of Flood)

Creative Writing


1: Draw pictures of fossils.

2–6: Create a travel itinerary for Noah as he embarks from the ark. You will want Noah to see all the changes that took place on earth. Use your imagination!

Wisdom Words

Apply only as directed in Creative Writing.

Memory Verse/Pennmanship

Choose a memory verse for each student according to their ability. Use copies of the lined pages in Wisdom Words appropriate to grade level for penmanship practice. Have the student practice their memory verse/penmanship each day. Recitation of the verse should be required each Friday.

Memory Verse Chosen

Vocabulary/Spelling

Study vocabulary words. Use the vocabulary cards you have made. Student should look up each word, write definitions, use each in a sentence, and add diacritical markings if 3rd grade or older. Use the vocabulary words, plus any words collected during the unit’s study that are new, as spelling words. Assign words appropriate to grade level. Study Monday and Tuesday. Give a test Wednesday. Review missed words on Thursday. Test again on Friday.

Math (supplemental source)

Record daily assigned pages or concepts you are working on in your math program.

Reading (supplemental source)

Assignment for reading —— teacher’s choice:
K–2 Phonics program you are using.
3–6 Reading materials to supplement the unit. Extensive reading materials list is in Teaching Tips & Techniques.
Chapter 1: Day 7

Date:                  Theme: The City, Creation versus Evolution

Thought for Today
Light is the Shadow of God.  
Plato

Books

_U. S. Map Skills_, Milliken  K–6

Supplies

Flour, salt for art clay  1–6

Tacks, family pictures, folded map of U.S.  K–3, Obj. 2

**Bible story illustration:**  Jar, candle  K–6

**Observation Project:**  Bible lesson 4: Foil  K

Bible

**Read:**  Bible Lesson #4

**Bible ref.:**  Matthew 5:14 – You are the light of the world.

**Illustration:**  Candle in a jar

Social Studies

**K:**  Obj. #2  (comparison of child’s locality to relatives)

**1:**  Obj. #2  (comparison of child’s locality to relatives)

2:  Obj. #2  (comparison of child’s locality to relatives)

3:  Obj. #2  (comparison of child’s locality to relatives)

4:  Obj. #2  (study longitude and latitude)  
   **Option:**  Obj. #9  (intro to voting process)

5:  Obj. #2  (study longitude and latitude)  
   **Option:**  Obj. #9  (intro to voting process)

6:  Obj. #2  (study longitude and latitude)  
   **Option:**  Obj. #9  (intro to voting process)

Observation Projects

K:  Pattern of light bulb in Resource section

6:  Clay lamps, recipe in Resource section

Creative Writing

1:  Draw a picture of your Grandma in her house.

2–3:  Write a letter to a distant relative.

4:  Write a paragraph telling who established your city.

5:  Write your opinion regarding the election of your mayor.

6:  Write an election speech.

Wisdom Words

Apply only as directed in Creative Writing.
Chapter 1: Day 8

Date: 
Theme: The City, Creation versus Evolution

Thought for Today
*He who is always blowing a fuse is usually in the dark.*

Books

*Electricity and Magnetism*, Milliken, pages 10–12 3–6

*Where Does Electricity Come From?*, Usborne, YOUNGER STUDENT RESOURCE

Encyclopedia on Thomas Edison and Ben Franklin 3–4, Obj. 3

Supplies

**CREATIVE WRITING:** Sand, glue K

Bible

**REVIEW:** Bible Lesson #4

Science

**K:** Obj. #4 (compaction of sand–sandbox)

**1:** Obj. #6 (city’s use of electricity)

**2:** Obj. #5 (city’s use of electricity)

**3:** Obj. #3 (city’s use of electricity)

**4:** Obj. #3 (city’s use of electricity)

**5:** Obj. #3 (city’s use of electricity)
6: Obj. #3 (city’s use of electricity)

See Grade 2, Objective #7 Social Studies for more.

Creative Writing

K: Create a sand picture. Draw any picture with glue, sprinkle sand on it and shake to remove excess sand.

1: List all the ways you use water.

2–4: Write a paragraph describing the ways your city uses water.

5–6: Write a paragraph on how you, as an individual, can save energy.

Wisdom Words

Apply only as directed in Creative Writing.

Math (supplemental source)

Record daily assigned pages or concepts you are working on in your math program.

Reading (supplemental source)

Assignment for reading — teacher’s choice:
K–2 Phonics program you are using.
3–6 reading materials to supplement the unit. Extensive reading materials list is in Teaching Tips & Techniques.

Thought for Today

Earth has no sorrow that heaven cannot heal.

Moore

Books

Encyclopedia on gemstones (illustration)
Library books on service occupations K–3

Supplies

Glitter, cotton (illustration)
Construction paper—black, multi-colored K
Brochures from your Chamber of Commerce

Observation Project: Cement stepping stone from nursery, chalk, chisel, hammer 1–6 Chapter Project

Bible

Read: Bible Lesson #5
Bible Ref.: Revelation 21:1–22:5
Illustration: Picture on page 1 of the Resource section

Social Studies

K: Obj. #3 (jobs of service people)
1: Obj. #3 (jobs of service people)
2: Obj. #3 (jobs of service people)
3: Obj. #8 (city history) & Obj. #9 (city government)
4: Obj. #7 (city history) & Obj. #8 (city government)
5: Obj. #7 (city history) & Obj. #8 (city government)
6: Obj. #7 (city history) & Obj. #8 (city government)

Observation Projects

K: Cross picture, page 11 of Resource section
1–6: Symbol of city, Bible Lesson 5 Project

Creative Writing

K–1: Draw pictures of service persons hats.
2: Write a paragraph describing your job as a city worker. You choose the position.
3: Write a paragraph describing your job as a city worker. You choose the position.
4: Write a short paragraph on the city in the United States which would be your vacation choice.
5: Draw the symbols of your city on paper.
6: Write a description of your city’s symbol so that anyone would recognize it without having seen it previously.

Wisdom Words

Apply only as directed in Creative Writing.

Math (supplemental source)

Record daily assigned pages or concepts you are working on in your math program.

Reading (supplemental source)

Assignment for reading — teacher’s choice:
K–2 Phonics program you are using.
3–6 Reading materials to supplement the unit. Extensive reading materials list is in Teaching Tips & Techniques.
Chapter 1: Day 10

Date: Theme: The City, Creation versus Evolution

Thought for Today
He who teaches the Bible is never a scholar; he is always a student.

Books

The Genesis Record, Henry Morris, Institute for Creation Research, P.O. Box 2667, El Cajon, CA 92021 5–6

Geology, pages 11–11a 3–4

Bible

Review: Bible Lesson #5

Science

K: Review Obj. #2 from days 2 & 4

1: Obj. #7 (erosion of rocks, see drawing in The Weaver, unit 1, Factors of Change)

2: Obj. #6 (erosion of rocks, see drawing in The Weaver, unit 1, Factors of Change)

3: Obj. #4 (soil compaction)

4: Obj. #5 (erosion factors, see drawing in The Weaver, unit 1, Factors of Change)

5: Obj. #4 (personal beliefs on theory of evolution)

6: Obj. #4 (personal beliefs on theory of evolution)

Language Arts

K: Obj. #2 (imagine what Heaven will be like)

1: Obj. #2 (imagine what Heaven will be like)

2: Obj. #2 (imagine what Heaven will be like)

3: Obj. #2 (letter to friend about first day in Heaven)

4: Obj. #1 (letter to friend about first day in Heaven)

5: Obj. #1 (poem concerning first day in Heaven)

6: Obj. #1 (poem concerning first day in Heaven)

Wisdom Words

Apply only as directed in Creative Writing.
Math (supplemental source)
Record daily assigned pages or concepts you are working on in your math program.

Reading (supplemental source)
Assignment for reading — teacher’s choice:
K–2 Phonics program you are using.
3–6 Reading materials to supplement the unit. Extensive reading materials list is in Teaching Tips & Techniques.

NOTE: If you have immediate family members in another town or state, now might be the time to mail them the questionnaire on Resource pages 30–32. That way you will get them back in time to do the work in Chapter 4.
Pulling It Together

Weaver Review Questions
Volume I

Written by Marilyn Schlitz
Alpha Omega Publications, Inc.
The Weaver Curriculum
804 N. 2nd Ave. E., Rock Rapids, IA 51246-1759
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Pulling It Together
Weaver Review Questions for Volume I

These are review questions for Volume I, chapter by chapter. You may use them for informal review or to assign grades to your students.

Some states and umbrella schools require grade reports. These review questions are meant to help you in the assignment of grades. Be sure to review the questions yourself, before testing your student, to be sure you have covered the material in the test. Bible questions need to be chosen for age-appropriate level.

There are student pages with questions. There are also teacher pages with questions and answers in bold italics. You may give the student a copy of the student’s test, or ask the student the questions aloud. If you are asking the questions, the student may answer verbally. It is for the teacher to decide how many questions are appropriate for each student. The questions are divided into grades 1–2, 3–4, and 5–6. (There are no questions for Kindergarten.) Each numbered question is worth one point, unless otherwise noted. Use these questions in any way that would help your home school.

If you want to assign a percentage grade, divide the number of correct answers by the number of points possible. For example, 26 correct answers out of 30 points possible = 26 divided by 30 = .866666 = 87% = a B. The Weaver Curriculum doesn’t emphasize grades, but some umbrella schools require that you assign them. Here is an example of letter grades by percentage:

- 100%–92% = A
- 71% – 64% = D
- 91% – 84% = B
- Below 63% = F
- 83% – 72% = C

BIBLE

15 POINTS possible

1. What is a parable? **an earthly story with a heavenly meaning**
2. What mountain was the center from which the human race began to spread upon the earth? **Mt. Ararat**
3. Where is Jerusalem located? **in Israel**
4. Where was the apostle John when he wrote Revelation? **the Isle of Patmos**
5. What happened to the house built on shifting sand? **It collapsed, or fell down.**
6. What do we learn from the story about the houses built on the rock and on the sand? 
   **Student’s answer – 5 points**
7. What did you learn about Jerusalem? **Student’s answer – 5 points**

SOCIAL STUDIES

45 POINTS possible

Grades 1–2

1. When you make a map, are you making things larger or smaller than they really are? **smaller**
2. Go to a map of the United States (or your country). Point to the state in which you live.
3. Name one thing that each of these service people do: **Answers will vary – 1 POINT each**
   - Nurse
   - Mail Carrier
   - Telephone Operator
   - Police Officer
   - Fire Fighter
   - Librarian
4. What things does a geologist study? **the earth’s formation, soil, rocks**
5. Is most food grown in the city or the country? **the country**
6. What do we call a person who raises vegetables and animals on a farm? **a farmer**
7. How is food from the farm delivered to the supermarket shelves in the cities? 
   **5 POINTS – Farmers pick the food and send it to food factories. They might use tractors, trucks, trains, sometimes planes! Then factory workers package the food and take it to the supermarkets.**
8. Where does our electricity originate? **a power plant**
9. Name five things in your home that use electricity. **Answers will vary – 5 POINTS**
10. **(2nd grade)** Who are two men who helped us understand electricity? **Benjamin Franklin and Thomas Edison**
SCIENCE

11. Explain to the teacher: mountain, plain, hill, valley. **Student’s answer – 4 POINTS**

Define these three rocks:

12. Igneous: *rock formed by volcanic or fire action*
13. Metamorphic: *rocks formed by pressure, heat, or chemicals*
14. Sedimentary: *rocks formed by layers of sediment*

Name one kind of the following rocks:

15. Igneous: *granite, pumice, basalt*
16. Metamorphic: *marble, slate*
17. Sedimentary: *clay, coal, limestone, sandstone, shale*

18. Explain to your teacher ways that the Great Flood affected the earth. *Listen for the location of fossils, coal beds with trees, earthquakes, fountains of the deep, volcanoes, layers, sedimentary rock, water pressure, swirling dirt and debris – 5 POINTS*

19. Electricity is a flow of tiny particles called **electrons**.
20. **God** created electricity.
21. Electricity can be found in nature in **lightning**.
22. All matter is made up of **atoms**.
23. Atoms contain **electrons, protons, and neutrons**. **3 POINTS**

LANGUAGE

24. Define “city limit.” **the legal boundaries of a large or important town, a place where people live together**
25. Define “voter.” **a person who votes; a person who gives a formal expression of a positive or negative opinion as a choice**
26. What is an “interview?” *talking with someone about specific ideas they have, their history, or an accomplishment; finding out information about another person*
27. Write down your memory verse.

**Grades 3-4**

SOCIAL STUDIES **41 POINTS possible**

1. Look at a map. Point to the directions North, South, East and West.
2. Go to a map of the United States (or your country). Point to the state in which you live, the state where another family member lives, and our capital, Washington, D.C. **3 POINTS**
LANGUAGEx

24. Define “aqueduct.” a conduit or artificial channel for conducting water from a distance
25. Define “density.” compactness; a measure of how much can be stored in a given area of space
26. Write down three things you learned about someone you interviewed. Student’s answer – 3 POINTS
27. Write your memory verse.

SOCIAL STUDIES 43 POINTS possible

1. Explain in detail what drawing a map “to scale” means. 2 POINTS – When drawn to scale, distance relationships on a map are equal to real distance relationships. For example, 1 inch on a map might equal 1 mile in real distance. If your house is 5 miles from your church, it would be 5 inches away on your map. The scale would be 1” = 1 mile.
2. Why do maps need longitude and latitude lines? So that we may find specific locations on a globe or map faster and locate them accurately. Note: Make sure the student knows these are not real lines on the earth.
3. Use the word list to fill in the blanks in the sentences about Sumer and Babylonia. 5 POINTS
   Years ago, Sumer and Babylonia were situated in present-day Iraq in a region called Mesopotamia. Most of the people there were farmers. People built temples to their gods. They built elevated temples that were called ziggurats. In about 1850, the Amorites established their capital in a town called Babylon.
4-6. List three differences between your city and the old city of Jerusalem. Answers will vary – 3 POINTS
7. Why did old cities build high walls around their borders? for protection, to establish boundaries
8. What is the topography like around your town? Answers will vary
9-11. List three things about your city’s history. Answers will vary – 3 POINTS
12. What form of government is the basis for your city’s government? Answers will vary
13. What did you learn about crop production and changes in city populations vs. farm populations since 1930 in America? Farm populations have greatly decreased, but crop production has increased per acre because of modern technology. Western cities have grown, but eastern cities have decreased in population.

[Fourth and Sixth Grade: Students should know the states and capitals. Be sure to review.]
Contents at a Glance

Introduction ......................................................................................... 1

1. The Way They Are ................................................................... 7

2. Preparing the Soil ................................................................... 31

3. How To Teach ......................................................................... 41

4. Motivation ............................................................................... 57

5. Individualized Study ............................................................... 63

6. Teaching Reading .................................................................... 69

7. Meet My Six Friends ............................................................... 99

8. Spelling .................................................................................. 107

9. Writing .................................................................................... 117

10. Social Studies ......................................................................... 137

11. Science .................................................................................. 153

12. Math ...................................................................................... 163

13. Putting It All Together ............................................................ 177

14. Letting go. . . ........................................................................... 193

APPENDICES
# Table of Contents

## Introduction

- 1. The Way They Are
  - The Spiritual Nature 7
  - Finding the Common Denominator 9
  - General Information Concerning Brain Functions 25

## 2. Preparing the Soil

## 3. How To Teach

- The Teaching Cycle 42
- Setting Yearly Goals 42
- Specific Lessons 43
- Read and Study Cycle 44
- Determining the Method of Teaching 47
- Learning Levels of Styles 48
- The Three Major Parts of the Lesson 49
- Summary 54

## 4. Motivation

- Extrinsic Motivation 57
  - Factor No. 1 - 57
  - Factor No. 2 - 58
  - Factor No. 3 - 59
  - Factor No. 4 - 59
  - Factor No. 5 - 60
- Intrinsic Motivation 60

## 5. Individualized Study

- Activity Options 64
- Summary 67

## 6. Teaching Reading

- Reasons for Reading 71
- When to Teach Reading 74
- Teaching Reading 78

## 7. Meet My Six Friends

- Thinking Skills 103
- Reading 104
- Writing 104
- Science 104
- Social Studies 105

## 8. Spelling

- Syllables In Spelling 108
- The History of Spelling 109
- How to Teach Spelling 110
- Formula for Spelling 112
- Summary 114

## 9. Writing

- Organizations of Composition 120
- Content in Writing 120
- Form in Writing 121
  - Using A Flow Chart 123
  - Multiple Paragraphs 124
  - Description Paragraphs, Comparison, Cause and Effect 126
  - Styles of format 126
- Mechanics in Writing 126
  - Handwriting 127
- Editing And Revising in Writing 129
- Reference 130
### 10. Social Studies 137

- **History** 138
  - Time Lines 140
  - Activities for the Time Line 141
  - Biblical Time Line 141

- **Geography** 143
  - The Young Child and Geography 144
  - Taking Trips 145
  - Eyes That Do Not See 146
  - Map Drawing 147
  - Space and Time 148

- **Plays and Games** 148
- **Museums** 149
- **Motion Pictures and Magazines** 149

### 11. Science 153

- **Creation and Evolution** 155
  - Time 155
  - Chance 158
  - Struggle for Survival 158

- **Teaching About Nature** 158
- **There’s More to Science than Evolution vs. Creation** 159
- **How and When to Teach Science** 160

### 12. Math 163

- **Numbers and the Child** 163
  - Training the Child in Numbers 164
    - Early Number Training 165
    - Activities for Number Concepts 166

- **Addition and Subtraction** 167
- **Multiplication** 170
  - Multiplying by Nine 171
- **Division** 171
- **Fractions** 172

### 13. Putting It All Together 177

- **Multilevel Teaching** 181
- **And Then There’s the Baby** . . . 183
- **Lesson Planning** 184
  - Where to Plan 185
  - When to Plan 187
  - Lesson Planning and Meal Planning 187

- **Testing** 188
  - Summary 189

### 14. Letting go. . . 193

### APPENDIX A A-1

- **Informal Brain Function Preference Inventory**

### APPENDIX B B-1

- **Thinking Skills** B-1
  - An Applied Lesson B-2

### APPENDIX C C-1

- **Assessing Skills Important to Reading Readiness** C-1
  - Motor Development C-4
    - Activities for Motor Development C-4
    - Ability to Determine Right and Left C-6
    - Activities to Develop the Ability to Determine Left and Right C-7
  - Identification of Body Parts C-8
    - Activities to Develop Body Awareness C-8
  - Visual Discrimination C-8
  - Developmental Skills in Visual Perception C-9
    - Hand-Eye Coordination C-9
    - Spatial Relationships C-9
    - Figure-Ground Perception C-10
    - Visual Discrimination C-10
    - Vision Problems C-10
    - Visual Memory C-11
    - Activities to Develop Visual Memory C-11
It was a perfect environment for growing children. We lived in a town of 5,000 people, small, but large enough to have some good stores. People who met you on the street always smiled and greeted you. The stores remained closed on Sunday so that the employees and employers could attend church and enjoy their families. It was safe for us to play out long after dark. The schools taught creation, and the pledge of allegiance and prayer was said every morning. There was a Midget Market a few blocks away, close enough for an afternoon snack, of enough distance that we didn’t go so often as to rot our teeth with the available sweets. But it was not just the town that provided such a wonderful environment. It was our church family.

My father is a minister, which meant that we moved every five to eight years and traveled regularly. My parents had first moved to this little town in Nebraska before I was born. They had made friends there, and earned a respectable place in the community. After I was born, they had moved away, then back again five years later. I remember I was almost four when we moved back to the town, and very sad that I didn’t still live by my Grandfather. My fourth birthday changed my outlook on the new town. The day of my birthday, several families in the church brought me birthday gifts. You can’t beat that! But this was only to be the beginning of their involvement and influence on my life.

The church was not very big. Maybe fifteen families at tops. Most of them were farmers, or had farm related jobs. We had a teacher in the group, one handicapped man, a few retired people, a hairdresser, a few teenagers, and three families that had young children (we were one of them). None of us were rich, in fact, we probably all were just above poverty level. Yet, we formed a relationship that was closer than that which we had with most of our blood relatives. These people cared. Being a child, we were quite likely to be “adopted” most any Sunday by anyone of the families. We visited each other, sang together, played together, laughed together, prayed together, and when Mrs. Maloney died, we cried together.

Since there weren’t a lot of children in the church, we formed very close knit groups. Every Sunday we rotated between the farm families and the town families. Now I know that our parents planned it that way for a break, but at the time it was just a choice between fun in town or fun in the country. Sometimes the day would end in a fight, but since we had to sit by one another in church that night, we soon forgot the problem. Besides, if we were really good, we might get treated to a Dairy Queen ice cream at 5 cents a cone after church. The Dairy Queen store was owned by one of the church members, so it made a real natural stop for us.
As you can imagine, by having been a "guest", so to say, in so many of the homes on a continual basis, we began to get some idea of the everyday lives of the children (and their parents) we visited. It was a good thing to have at least one parent that I knew and trusted, such as the Mennonite and Amish families who lived near our farm. I also became acquainted with the more distant families, such as the Finneys and the Germans, through visits from their children to our farm. 

As in the case of many families, the Germans were a farm family. They lived in a modest two-story house on a small farm near the town. Evelyn German was a traditional teacher. She taught for years, long after I was gone. She was a very visual, auditory, and hands-on teacher. We played games with us and made sure we understood the lessons. She was a great one for cheering us on to higher learning and inspiring us to do our best. She had a great sense of humor and was always ready to lend a hand.

Evelyn German was another choice for a teacher. Her motto was "If there's only one teacher, the class goes on." Since there were only two of us in the class, we didn't have to alternate, we asked to study the book. When I had a hard time, she would help me by answering questions. She had a great sense of humor and was always ready to lend a hand. She had a great sense of humor and was always ready to lend a hand.

My mother was born to teach. She'd been a teacher for many years and had the ability to connect with her students. My father was a preacher and required that all of us go to Sunday school. We went to the little church on Sundays and I remember the teachers at Sunday school. Mr. and Mrs. Johnson were the teachers. They were always full of energy and taught in a way that made learning enjoyable. Mrs. Johnson was a great one for cheering us on to higher learning and inspiring us to do our best. She had a great sense of humor and was always ready to lend a hand.

The men were active in teaching us too. They made their own flannel graph, and I remember the day when they taught us about the plague of locusts. They held up the graph and began to tell the story of the plague of frogs. The children were fascinated and asked many questions. Mrs. Johnson was a great one for cheering us on to higher learning and inspiring us to do our best. She had a great sense of humor and was always ready to lend a hand.

Ruth Pollack taught the little kids. She didn't have a lot of money and she taught them to read. She made her own flannel graph, and I remember the day when they taught us about the plague of locusts. They held up the graph and began to tell the story of the plague of frogs. The children were fascinated and asked many questions. Mrs. Johnson was a great one for cheering us on to higher learning and inspiring us to do our best. She had a great sense of humor and was always ready to lend a hand.

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Now, back to the question of how to teach God's Word. Well, this is what I have indicated in the book. It's not about the mechanics of the steps for teaching specific subjects. It's about teaching the children to think and apply what you're teaching. It's about teaching the children to understand and accept God's Word as the basis of the school. It's about teaching the children to see God's Word as the foundation of their lives.

Throughout the book I have indicated the necessity of teaching children to understand and accept God's Word as the foundation of their lives. It's not just about teaching the children to understand and accept God's Word as the foundation of their lives. It's about teaching the children to understand and accept God's Word as the foundation of their lives.

The steps for teaching specific subjects are not necessarily the steps for teaching the children to think and apply what you're teaching. It's about teaching the children to understand and accept God's Word as the foundation of their lives. It's about teaching the children to understand and accept God's Word as the foundation of their lives.

Now, granted, the idea of God's Word first is wonderful, but we need to make sure that we're not just teaching the children to understand and accept God's Word as the foundation of their lives. We need to teach the children to think and apply what you're teaching. It's about teaching the children to understand and accept God's Word as the foundation of their lives.

The Romans 12:1-2 list reminds me that the activities I choose to do should be such that God's Word is the primary source of the education. It must be the first source of the education. It must be the first source of the education. It must be the first source of the education. It must be the first source of the education. It must be the first source of the education. It must be the first source of the education. It must be the first source of the education. It must be the first source of the education.

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Chapter 1

The Way They Are

The Spiritual Nature

I’ll always remember bringing our first daughter home from the hospital. I stood in our living room, holding this tiny, beautiful bundle and was never so frightened in my life. Ross assured me that taking care of kids was a snap (he has six siblings, four younger than he), but I wasn’t so sure. I remember thinking as I held this little girl who depended totally on Ross and me, “What if we goof?”

Well, I’m much more relaxed about it now. I realize now God didn’t make a mistake when he placed these (now) three little lives in our home. And these children are His vote of confidence in me. And, I realize too, He created each child as He wished.

We were in Solvang, California when this lesson was brought home to me with a wonderful illustration. We had just completed a study of the Passover and the Jewish custom of burning candles, so we stopped into a candle shop to observe the art of candle making. The gentleman began by dipping a form candle into a color of hot wax, cooling it by placing it into water, and then dipping it in another color of hot wax. Each layer of wax was no thicker than a newspaper. He placed thirty-one such layers on the candle, each layer a different color. Then, placing the candle on a hook, he began to cut into the layers, first twisting one ribbon, then twirling another, until he had completed his design. From the time he dipped the last layer of hot wax, he had only ten minutes to complete his design. He then lit the candle. The hue of light that came from that candle was unlike any I had ever seen. Each color subtly influenced the light that shone.

It was then that it occurred to me my children (and yours too) are just like that candle. Psalms 31 tells us the form of our child is determined by the Lord, and formed within the womb. This is not only the shape of the body and facial features, but the characteristic or temperament of the child as well. You as a parent do not determine this basic temperament (although you may genetically influence it). It is a gift of creation from the Lord. Just as the candle maker took the form and added layer upon layer of hot wax to the form, you also are adding layer upon layer of knowledge and experiences to the basic formation given you. You will never change the basic form of the child, but you do influence the child. The education you provide and the experiences the child is given, will determine the hue of the light of your child’s life, just as the colors of hot wax determined the hue of the candle. Like the candle maker, you too have only a very short time to create the design in the candle. For, like hot wax, which hardens relatively fast, the opportune moments for teaching pass swiftly, until fi-
nally, the impressions cannot be made into the wax any longer without inflicting damage. The time to create the impressions in the heart of your child is now. You may not have a million tomorrows to do it. But you do have today.

It is the concept of infinite eternity and finite time that instills within me a sense of urgency in teaching my children. Because my influence and time is limited, I must teach every lesson the best I can. I must create and provide every experience for my children that I can. But more importantly, I must be certain my children know the voice of Jesus. For only He will continue the formation of the soft heart of my child when I am no longer in a position to influence the child.

Psalm 37: 4-6 says:

Delight yourself in the Lord; and He will give you the desires of your heart.
Commit your way to the Lord, trust also in Him, and He will do it.
And He will bring forth your righteousness as the light, and your judgment as the noontide.

So if I commit my way to the Lord, and that includes my way of teaching, then He will make it to be successful. And my light will shine, and the lights of my children will shine. And it will be as bright as the noontide sun. I can live with that.

You see, learning to know God is the most important concept I will ever present to my children. Should I desire, I could find a tutor to teach my children any other subject in our school. But I can hire no one else to teach my children about the Lord. Learning to know God is not something you do. Learning about God, knowing God, is an attitude that pervades your home. It’s a concept without which the Christian cannot breathe. It is a concept without which you cannot teach. For the beginning of everything and every concept you teach is God.

The fact that God is the source of all learning must be an attitude that is evident in you as the teacher. There is no academic subject that is separate from God. For you to successfully transmit your faith to your child, God must pervade everything you do, everything you think, and everything you teach. God’s word must be the basis for every thought you introduce to your student. It must be the heart-throb of the home. So, think about it now. How does your home school teach Jesus? Do you teach 1 apostle + 1 apostle = 2 apostles, and call this teaching Jesus? (It is the same as 1 apple + 1 apple = 2 apples, only it uses Christian jargon for effect.) Do you study three Scriptures a month and call it a Christian education? Or do you teach Jesus? There is a difference.

Jim Trelease, the author of The Read Aloud Handbook, in a speech he gave in Corona, California, said: “I am a member of the most important teaching organization in the world. I am a parent. What I teach cannot be untaught by the worst teacher. What I fail to teach cannot be taught by the best.”

I would like to adapt this quote to the spiritual responsibility we hold as parents and teachers.

“I am a member of the most important teaching organization in the world. I am a parent. What I teach spiritually cannot be untaught by the worst teacher. What I fail to teach spiritually cannot be taught by the best.”

As a teacher, then, the primary goal of our homes must be Jesus. In reality, this means the study of Scripture is going to be given precedence over the study of any other subject.

I was recently reading through a book on economics when I came across the following chart. Although it was applied to economics in the book, it has a profound application to many areas of study within the Christian home.

<table>
<thead>
<tr>
<th>Levels of Reality:</th>
<th>Knowledge Comes by:</th>
<th>Duration:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spiritual (Soul)</td>
<td>Revelation of faith</td>
<td>Eternal</td>
</tr>
<tr>
<td>Metaphysical (mind)</td>
<td>Reason</td>
<td>Enduring</td>
</tr>
<tr>
<td>Physical (Body)</td>
<td>Senses</td>
<td>Changing</td>
</tr>
</tbody>
</table>

There are three levels of reality: the soul, the mind, and body. My goal as a Christian is to affect my child spiritually, to influence the child for eternity. As a parent, this is my primary concern. As a teacher, it is of utmost importance. And, since this is my goal, I must learn how to teach to reach the spiritual.

Since I am not God, I cannot reach my child by revelation. I do not have that power over the child’s mind. But I can build my child’s faith (although there are indications the children already have more faith than I do). However, I am limited to how I build my child’s faith. I have only the physical (the ever changing) to influence the mental (the enduring), which in turn will influence the soul of the child.

If I want the eternal nature of my children to be affected by my teaching, I must teach the truths of the eternal. The physical (the academic) world is always changing. By teaching it alone I will not obtain my goal of affecting the child eternally. But the physical (academic) world can lead my child to form opinions and beliefs in his mind, which will then lead him to a spiritual relationship with the Lord, but only if I give priority to the eternal precepts in my teaching. It is only through the use of the physical that I affect the mind. And the mind is the vehicle to the eternal.

Finding the Common Denominator

By now you’ve guessed none of your children are “just like their father”, although I assign mine that privilege from time to time. We are each different. Every home educating mother knows that. We try to teach to these very different kids every day.

There is an equation for the home school. You take 1 unique individual and add to it 1 growth stage and 1 learning stage. Take that very different kids every day.

Tips from time to time I will buy tomatoes that have been grown in a hot house. These tomatoes have no taste (no character) and they rot very fast. Children are like those tomatoes. Children who are pushed to perform often end up with learning disabilities and problems (just like having them bowl over cartons with the books of the Bible). Mom used to do it by making butter in school. She would tell us every time we went by a K-Mart store, memorized the sign, and then "read" it to us. Young children also easily quote the words to every song they ever made.

We spent three years in the "belly of the whale" in a state named Minnesota. We moved there on our own, and the Lord decided it was time to refine us for His purposes. So while all of our time in Minnesota was not pleasant, we did learn lots about God. And some of that learning wasCaps  out of the progression, the foundation of his learning will be weakened. And we wonder why.

No. 1—Easy Memorization

The early memorization capability was given to your child by God for a reason. The ages of easy memorization (ages 3-5) are the best time to teach your child Scripture. David said "Thy Word have I hid in my heart, that I might not sin against thee." When do you think he hid it there? Lois and Eunice were praised by Paul for teaching their three or four year olds. Academically, this ability to memorize comes easily to these kids, and it's not a sign the child is ready to read and write but instead, "hot housing" when a child is pushed to perform above his capabilities. We're going to be looking at quite a few of them. I think these will be enough to make complete havoc of the kitchen while the stove is hot. He has to remember how to make a peanut-butter and jelly sandwich. (This is besides the ability to create complete havoc of the kitchen while the stove is hot.)

When our daughter was a year and one-half, she would tell us every time we went to the store, memorized the sign, and then "read" it to us. Young children also easily quote the words to every song they ever made. And that's good. But you do have to realize how children learn. They lean more and I am successful in meeting the goals for the school year. We planted a big garden every year we lived there. In the spring, I would look at the signs of the world outdoors, miss the color of green and determine I had to see something new and exciting. They learn more, and I am successful in meeting the goals for the school year. We planted a big garden every year we lived there. In the spring, I would look at the signs of the world outdoors, miss the color of green and determine I had to see something new and exciting. They learn more, and I am successful in meeting the goals for the school year. We planted a big garden every year we lived there. In the spring, I would look at the signs of the world outdoors, miss the color of green and determine I had to see something new and exciting. They learn more, and I am successful in meeting the goals for the school year.

No. 2—Remembering

With all children, there is a correlation between how materials are presented to the child and how much the child retains or remembers. The information is backed by solid research, and we're going to be looking at quite a few of them. I think these will be enough to make complete havoc of the kitchen while the stove is hot. He has to remember how to make a peanut-butter and jelly sandwich. (This is besides the ability to create complete havoc of the kitchen while the stove is hot.)

When our daughter was a year and one-half, she would tell us every time we went to the store, memorized the sign, and then "read" it to us. Young children also easily quote the words to every song they ever made. And that's good. But you do have to realize how children learn. They lean more and I am successful in meeting the goals for the school year. We planted a big garden every year we lived there. In the spring, I would look at the signs of the world outdoors, miss the color of green and determine I had to see something new and exciting. They learn more, and I am successful in meeting the goals for the school year. We planted a big garden every year we lived there. In the spring, I would look at the signs of the world outdoors, miss the color of green and determine I had to see something new and exciting. They learn more, and I am successful in meeting the goals for the school year.
When the child reads information, only ten percent of what is read is retained (90% is lost). If information is presented orally and the child hears it, he will retain 20% of what he has heard (he loses 80%). If he sees what he is learning about, the child will remember 30% (70% is lost). When the child sees and hears (television) he will remember 50% of what is presented. If the child says what is presented (such as in reading aloud, or talking about the subject) he retains 70% of the lesson. But if the child is actively involved by doing a project or touching the subject, he remembers 90% of what is presented.

All of this has a lot of meaning to me as a teacher. If I am calling it school when I hand my children a stack of books to read, they are only remembering 10% of the whole stack. This means I have to teach the same stuff again for nine more times before they know it. If I’m just up at the front of the class telling the student the facts, I have to repeat myself four more times before the child is going to know it. If I show them a picture only, I have to show it to the child 3 1/3 more times before he will remember the subject. If I let the children watch a video on the subject, or if I use illustrations while I talk, I have to repeat the same thing once again before they will remember. If the child is saying the facts (such as in multiplication drills), and they can see the fact and hear the fact, it will have to be reviewed, but not hammered in. But (and, as you guess, this is the gold!), if the child does an activity integrating the information, he will remember it. All I have to do is come in and review it again (reading nicely compliments this, as does a verbal drill of facts) and the lesson is learned. I don’t know about you, but I really prefer to take the fastest way. As important as home education is to us now, there is life after home education and I really don’t want to teach third grade forever.

This research also will have a bearing on what you choose for curriculum. If you choose a workbook/textbook curriculum, your child will only retain 30% of what has been taught. But if you choose an activity oriented curriculum, your child will be remembering 90% of what was taught. The choice is yours. (Did you know workbooks were created for five reasons? Four of them dealt with the public school’s need for mass education and unions, the fifth dealt with the ease of communicating how much was learned to the parent. In other words, none of the reasons for workbooks are applicable to the home school. But this is my opinion. You can draw your own conclusions.)

□ No. 3—A Child’s Perspective of the World

There are some things that are natural to children. And you can’t do anything about it. One of them is how children view the world about them.

Helen Fisher Darrow, an early childhood development specialist, states the child sees no distinction between his world and the child. She illustrates this by telling of a child sitting in the grass in summer. The child sits in the grass, but is not thinking of how the grass would do well for feeding the sheep (which we would call Social Studies), or that the grass has a life cycle (that would be Science). The child does not count the grass (that would be Math). He feels the grass, and it is his. You see, everything a child touches, he has internalized, and it is his. He does not see or feel a “part”, he sees and feels the “whole” of the item. The child naturally integrates. He brings the subjects together. Why then don’t we just simply let the child feel, touch, and explore the subject? Especially since the goal of all teaching is internalization on the part of the student. If we did do this, the goal of internalization would then be reached.2

It has always been interesting to me that, in the elementary years of school, we teach the child to separate subjects so in the high school years we can teach him how subjects interact. Why not teach the child how the subjects interact at the beginning? Especially since that’s how the child is going to learn best, and this is what he naturally does anyway. Now, if you have really been paying attention, you will notice the similarity...
The soul consists of four sections: the intellect, the conscience, the will, and the emotions (see Figure 1-2). The intellect is the mind or mental processing facility. We teach to this section of the soul when we present facts or attempt to help the child gain knowledge.

Dr. Ernest Collings, in the 1920s, was without John Dewey, and although there was doubt about the validity of John Dewey's work, Dr. Collings did prove some facts that were vital to education then and now.

Dr. Collings took two groups of students. The first group he taught with traditional educational methods, by workbook and textbook. The second group he taught with his new method of education, called the project method of education. He consistently taught the groups. What were his findings? The project method of education produced about 3:5-3:6 more consistent test results than those taught with the traditional methods.

The conscience is often referred to as "the little voice inside your ear". It is part of you that approves or disapproves of your desires and actions. The conscience can be trained to approve of only those things pure and acceptable in God's sight. The will is the motivation factor. If you can capture the will of the child in an assignment, the child will teach himself that which he needs to know.

We hear a lot about character development these days. I think it has become ratherfadish, but we need to train the children to know what is right and wrong. If permitted to be out of control, we will have a child who will do anything.

The emotional factor is that within us which feels. Although this section of the soul can be a wonderful indication of right and wrong, if permitted to be out of control, it can be extremely damaging. We have to consider the emotions so the child uses them beneficially.

The Five Gates to the Child's Soul

Mind

We are limited in how we, personally, can make our children. Our children are the result of our character. We have only five ways to influence our children—the five senses. (See Figure 1-2). These are the only gates to the soul of your child.

The use of more than one sense in presenting information applies not only to the spiritual, but to the academical as well. I often wonder why there is resistance to application of this principle in the home. In reality, I think I know why. There are two reasons. First, most of us were not taught by the five senses. We learned from a workbook or textbook. So if it is good enough for us, we say, it's good enough for the children. Second, we think perhaps we should be a bit more conventional. If you wish to instill character in your children, if we desire to affect them for the better, you must use the five senses; the five senses are a wonderful gift from God. They were not created to be ignored.

When God created man, He made us like Him. We have a spirit and a soul. Our spirit is the breath (the Greek word pneuma means wind or breath) within us. Another word for our soul is character. Both of these components were a gift from God.

When we go about instilling character, we have to think about how we go about it. We have to consider the character development of our children, the development of the soul. I also think perhaps we should be a bit more conventional. We need to consider how we go about instilling the character of the soul, our character, the character of the child, the spirit within us.

We were deep into the throes of our dinner conversation about Jesus' resurrection and the issues of Thomas' physical proof for it. The point was made that Thomas needed to be convinced when he received a hard knock on his door. Our four-year-old looked up with those know-it-all eyes and said, "Mommy, you physically proved His death, and all the physical proof has had its day. Jesus had been proven dead. She had all the physical proof and His disciples. Why did He have to do it, if He was pure in His will?

For example, He gave over the highest retention level and integration of subjects. The highest retention level and the most integration both occur when the child can touch the subject and be actively involved.

We are limited in how we, personally, can affect the character of our children. God did not make our children. We do have a part to play, however, through our home and our influence over our children.

The use of more than one sense in presenting information applies not only to the spiritual, but to the academical as well. I often wonder why there is resistance to application of this principle in the home. In reality, I think I know why. There are two reasons. First, most of us were not taught by the five senses. We learned from a workbook or textbook. So if it is good enough for us, we say, it's good enough for the children. Second, we think perhaps we should be a bit more conventional. If you wish to instill character in your children, if we desire to affect them for the better, you must use the five senses; the five senses are a wonderful gift from God. They were not created to be ignored.

When God created man, He made us like Him. We have a spirit and a soul. Our spirit is the breath (the Greek word pneuma means wind or breath) within us. Another word for our soul is character. Both of these components were a gift from God.
It takes a certain amount of energy to teach anything. The least taxing method of teaching is to simply stuff a set of workbooks in front of the student and go about your own business. (Of course, this is the least effective method also, but many people continue to try it.) The most taxing method of teaching is when you are actively involved. It is also the method in which the highest retention level is gained. So you have a choice. You either take it easy and supervise the school, or you get in there and teach. If you decide to take it easy and take a supervisory role in the education of your child, you will have to review the same material anywhere from 5-9 more times before the child has retained it. However, if you teach actively you only have to review it once, and the child has retained the material. So then you are free to teach another mystery of God’s creation. I tell teachers this fits the proverb of the home school very well. The proverb of the home school says:

*It takes more time to do, But the time is made up in review.*

Let’s assume you are trying to teach your child the water cycle. If the child reads it in the textbook, he has to read it again nine more times before he will know it. Let’s say it took him ten minutes to read the article the first time. By the time he has read it nine more times, one hundred minutes have passed (not to mention loss of time for day-dreaming because the child is bored). If the child does an activity related to the water process, it may take him 45 minutes at the start, but he will only need to review it once. So which method really took the least time?

*Now, repeat after me five times:*

*It takes more time to do,*  
*But the time is made up in review.*  
*It takes more time to do,*  
*But the time is made up in review.*  
*It takes more time… (Very Good!)*

□ No. 5—The Progression of General and Specific Skills

We teach a wide variety of materials in our home school. Some of the information I transfer to my children is of a very general nature. For example, when I am teaching Social Studies or Science, I am teaching a general skill. I am not teaching a specific skill area such as reading. In the areas of general skills, the children need to be introduced to the materials from a general perspective. In other words, I need to teach them about water before I teach them about the water cycle. That’s logical enough, right? Figure 1-3 illustrates this concept.

The reverse is true when I teach a specific skill. Reading, Writing, and Arithmetic requires I teach one specific fact built upon another specific fact. For example, I cannot expect my child to add if he cannot count. I teach the child to count first (a specific skill) and then add another specific skill to it (that of adding). So when I teach Reading, Writing, and Arithmetic, I need to be certain the first skill has been mastered before I teach the next. And I realize the child may be thirty-something before he really sees the whole of the subject.

Do you remember what we told you about how the child in the grass perceived the world about him? He saw it as a whole. Since it is natural that young children see things as a whole (the general, as in Social Studies and Science) and since it is harder for them to see the specific of a subject (such as in Reading), what would be the logical progression of teaching? Should you begin teaching a young child specific information or general information? Now, I know, with that easy of a lead you had to have answered you would teach them the general information first. And you are so right! But how many of you have already stacked up the books for specific skills as soon as the child was officially in Kindergarten? I’m afraid more of us would answer “yes” to that than we would care to admit. Well, if your children are still young, you can do it right. And if they are not young, begin giving priority to the general information so they can gain understanding in the specific skills.

You see, there’s a reason why it’s natural for children to go from the general to the specific. Suppose you were to teach the child to read before you taught them anything about the world around them. So the child is reading about a sheep. But he has never seen a sheep. He does not know what the word sheep means. He has never touched a sheep. And He knows nothing about a sheep. His reading is meaningless. Suppose you had taught the child to write. He could write the word sheep, but it would have no meaning because he has no knowledge about sheep. If the reading and writing have no meaning, they are useless. So it didn’t do you a lot of good to teach the child to read and write, for he could not apply what he read or wrote.
Tips and Techniques

On the other hand, suppose you had taught your child a great deal about the world about him. You had been on field trips to the farm. The child had touched and smelled, saw and heard the sheep. And when the child is ready, you teach the child to read, and he reads the word sheep. He knows what he has read. This word he thoroughly understands. You teach the child to write, and he will write about what he knows. He knows about sheep, so he will write about them. Now his reading and his writing have meaning.

Understanding how children learn will help you to schedule the time of your school and place priorities. The time will come when the child will more readily learn the specific skills, but the time is not at the beginning of his education. Since early education is when the child naturally learns the general areas of education, that is the time it is best taught. And that is the time emphasis should be placed upon those subjects. Solomon was very wise, indeed, when he said there was a time for every event under heaven. There will be a time to teach the specific. The time to teach general information is when the child is young. So now you can relax because you know the time will come to teach Reading, Writing, and Arithmetic, and you know the time to teach Social Studies and Science is now. Refreshing, isn’t it?

But wait! I don’t want you to quote me without a full understanding of what I said. The priority of the early years of school should be on Social Studies and Science (the world around the child). But that doesn’t mean you don’t begin to teach the specific skills. You do. And, if you are wise, you will teach them multi-sensorially, and only when the child is ready. You have the right, of course, to rush the child beyond his capability. But if you do, you’ll pay for it. You’ll have a dull, bored, resentful, and possibly learning disabled child.

No. 6—The Two Sides of the Child

One day my son awakened in a very cantankerous mood. His father commented to him he sounded as if he had gotten up on the wrong side of the bed. Ryan was very puzzled because, as he pointed out, he could only get up on one side of the bed as the other side was against the wall. Now, you and I both know our children have two sides. We see the positive and we see the negative. But did you know there are also two sides to the learning process?

Figure 1-4 illustrates how children learn. All children have a receptive side and an expressive side. When the child uses any of the five senses (the more the better), he is receiving information. But education does not end there. Because you presented the materials and the child heard it, does not mean he has retained it. There is another step. That step is the transference within the child from receiving to expressing.

When the child talks (they’re great at it), creates, sings, or composes, he is expressing what he has received through his five senses. This expression generally comes quite naturally with young children, and if encouraged, will continue as the child ages. Should you have a child who is not expressive, it is wise to encourage the child to express himself. Interpreted into a normal household, this means your house will not be quiet. You’ll have to wait for retirement for that. But the noise is worth it, as it is essential for learning.

One of your goals as a teacher is to give the child the information, have the child receive the information (best done through a multi-sensory approach) and then express the same information in return. When the child expresses the given information in his own words, he has processed the information, or learned the information. So do you need test booklets? No. Just ask the child to express to you (the ways may vary and we have a long list of them on pages 64-66) what you told him. When he does, he knows the materials. And you can pat yourself on the back because you did a great job!

There is another very easy way to know if your child has retained what you have taught without subjecting him to a test. Children will automatically play what they know. If you are teaching or have taught about castles, the child will play castles. Whatever you teach, they will play. If you let them.

It is just as important to provide the time for internalization and repeating of the materials taught, as to teach the materials. So often we rush from one lesson to another, not allowing the time for internalization. We need to consider play time to be as important as actual study time. And, since this philosophy goes totally against our society, we are sure to take some flack for it. Play is somewhat (in limited doses) accepted for the Kindergarten level, but rarely is it allowed for on a higher grade level. Yet, it still remains important.

The need the child has to play should be met before we meet the criteria of society. If you will allow for play time, you will find your review time cut to almost nothing, as the child is reviewing for you.

Interpreted into a daily situation, this means you are not going to be having formal schooling eighteen hours a day. I propose that if you will introduce the materials to the child, provide for a hands-on experience to involve the child in the subject, and then allow for time...
to play, you will find the child has absorbed a significant amount of information. And the play period is just as important as the actual teaching time.

□ No. 7—The Ultimate Motivation Technique

I am almost hesitant to add this one to the list of things children have in common because it is so obvious. Yet it is also the hardest one to implement. Is it because we are basically selfish?

All Children Need to be Praised.

Now, there, isn’t that simple? Yes, it is. So then, why don’t we do it more often?

Perhaps the most startling thought to me as a parent is the realization if I do not praise my child, the child will listen and respond to whomever does praise him. It might be someone in his peer group. It might be a drug dealer. It might be the young man your teenage daughter is dating. The need for acceptance is so strong within us, that we all respond to whomever does accept us. Which is probably one reason why you married who you married. And why you draw your friends from those people who agree with you.

So what is praise? And how do we praise effectively? Have you ever thought about ineffective praise? You only have to go to a class reunion or company Christmas party to hear ineffective praise. A compliment may have been given but somehow it didn’t sound sincere, and, you thought it bordered on flattery. Do you think only adults know when compliments are not sincere? Well, let me introduce you to children. I am convinced children have a mega-computer inside of them that can assess your every motive, even before you do or say it. It really is a blessing, because as a parent, you have to be transparent in order to successfully transfer your faith to your child. But, it does seem in the area of praise especially, children know when you are sincere.

We cannot use praise as a bribe, or praise the child when he really doesn’t deserve it and expect the child to honor true praise. True praise is not solicited, it is not general, it is specific. It highlights honest work with honest praise.

Think about times when you have been praised and it really hit the mark. Now think about times people have praised you and it really didn’t do anything for you. It’s not so much what is said in praise, as how it is said. There have been lists of “praise phrases” written for teachers. Personally, I think they are very ineffective. The praise given needs to fit the occasions, and the book cannot possibly know what occasion I need to praise. But there is Someone who knows. And He can help you learn to praise. And He can give you the words to say at the exact moment you need to say them. And if you are praising Him, you will automatically praise your child.

When it comes to teaching, there are definite rules for praise. And there are some definite things not to do. I’ve included a list on them so you can get a handle on this all important aspect of teaching.

1. The child best responds to praise when it is given within two seconds of the praiseworthy action (results must be immediate!).

2. The praise must be genuine. Children know when they have done something praiseworthy. They also know when they have not worked to their potential in the area being discussed. Praise that is not genuine is flattery and therefore lies.

3. The praise must be concrete. For example saying “The o’s written on this paper are excellent” will be more beneficial than saying “Good job, kid”.

4. There is something to praise in everything the child does. And entire page of Arithmetic problems may be incorrect except for one. Praise the one which is correct. Our children receive much criticism as it is, without added complaints from the most important people in their lives. By praising the one correct time, you are adding a positive note to your child’s life. You are training them to look for the best in everything.
Tips and Techniques 22

The concept of praising the child for the good done does not imply correction need not be made for the remaining incorrect problems. However, your methods in bringing those incorrect item to light need to be evaluated. First, there should never be a red check mark or unhappy face placed on a paper. If your child has missed a problem given to him, the problem may be in the way you taught it, or simply in the need to reinforce the mechanics of problem solving. It is not necessary we have a perfect paper to present as a trophy to anyone. We assign paperwork for the principle of practice in the concept being taught. Therefore, your review of the error can take a positive form. Should you personally desire the paper to be correct, submit an identical paper to the child at a later date, after you have taught the concept again to the child.

5. Praise is a parent’s responsibility. If we desire our children to respond intrinsically to the issues presented in God’s Word, we need to praise the child for attitudes that reflect this position. Should we fail to do this, the child will respond to and develop attitudes and concepts that are presented by whomever does praise him.

□ No. 8—A Father’s Influence

If you have taught in the home for a period of time and talked to other home educators, you will be aware, in the majority of homes, the fathers of the children are totally uninvolved in the children’s education. They do want to be involved, but they have a heavy load. If you are average, you are a one-income family in a two-income world. In reality, this means the responsibility for the finances of the home falls on the father. Plus, he is trying to build his career, which is a lot of stress in itself. And then, of course, he has his marriage to work on, plus his relationship to the children, and then there is his responsibility at church. As you can see, the school often takes a back seat to the whole show. So the next common denominator in all kids will not be a surprise to the mother, but it may be to the father.

All children need their father’s involvement in their education. Did you know children with cancer, whose fathers are actively involved in their illness, have an increased chance of recovery far above the child whose father is not involved? If this is true of a catastrophic illness, how much more is it true of everyday lifestyles? To my knowledge, there have been no studies done which rate the increase in educational benefits to the student whose father is involved, but it would be a wonderful research project. And I think I can accurately predict the outcome.

When we began our home school, Ross was very much for what I was doing. We had made the decision together, and had chosen the teaching materials together. He has always been very supportive in the emotional ups and downs of the school, and has been a disciplinarian when needed. As wonderful as he is (you should be so lucky) it did take him a couple of years before he learned how to be an active part in the school. We tried having him teach several subjects, and finally hit success with the Bible Lessons. For the first six years, every night, Ross taught our children their Bible Lesson which is centered around the topic I was to teach academically the next day. They seemed to respond better to him, I had more time the next day, and he was fulfilling his spiritual obligation as well. But he didn’t stop there. One of his ministries to our family was and is to remain in a constant alert stage, ready for prayer for whatever need surfaces. So, our school is bathed in prayer every day, and, to no surprise, it’s wonderful. In addition, he would often choose to do a Science project I didn’t have time to do with the children, and often took them to a museum or display on Science that was of interest to him. I don’t think we could teach all we could have taught without his help. It made the difference for me. And it’s made a remarkable difference in the children’s progress. Recently, Ross closed both of the businesses he had created, and came home to be a full-time Dad. So now he can be even more active. There are days when he teaches the entire school for me, and days when we teach together. Since he has been home to be a full-time part of the school, the children have performed even better academically. It’s been a wonderful blessing from the Lord.

You may thinking I have it quite easy. Well, God has been very good in giving me a husband who is obedient to the Lord. It is his relationship to his God that makes him different. Your husband is not identical to my husband. You married who you married because you were attracted to him. What characteristics did he have that attracted you to him? What are his strengths? How can those strengths interpret themselves into your home school? How much of what your husband could do, have you taken over and now do yourself (the issue of control)? Are your expectations too high? Are you expecting your husband to fulfill needs you have that God should be filling? As you answer these questions, pray about them. The Lord has the answers for your husband’s involvement in your home school.

So what can a father do? Almost anything that fits him. But instead of nagging about it, why don’t you commit it to prayer? Then give the Lord time to work on it (not that he needs the time, but you usually need to learn patience), and then stand back! Because miracles will happen. (And when they do, be sure to tell God, “Thank You”.)

□ No. 10—How Children Think

To say all children think alike would destroy any credence I have built with you so far. Because children don’t all think alike. But then, maybe again, in some ways they do.

I have always been intrigued by the human brain. As a teacher, I’m especially interested in how people think. If I can determine how my students think, then I will know how to successfully teach them. And I’m not alone in this obsession. Benjamin Bloom did tons of research on the subject and concluded there are basically seven steps each of us performs when we think cognitively (when we know what we’re doing). They are listed below for you. You will need to begin to read these steps from the bottom and come to the top, so as to form the proper order.

EVALUATION: The ability to judge. To discriminate, form an opinion, investigate. To have the ability, after forming an opinion to write a review of the material.
SYNTHESIZING: The act of putting together a number of facts into a new sequence or form. To create, make, form, conceive, originate, to bring into being.

ANALYZING: The ability to take various facts presented and identify, classify, compare, distinguish, and determine with other data previously acquired.

APPLICATION: The using of the knowledge acquired. To canvass, solicit, employ.

INTERPRETING: To discover a relationship between knowledge already acquired and the new material being presented. To make the new materials clearer, to explain, decipher, solve, expound, spell out, or define.

TRANSLATING: To change the form of the materials so decoding, interpreting, constructing, or deciphering of the materials presented may occur.

REMEMBERING: The recognition of materials presented. To relate, recall, retrace, or recite.5

The steps of cognitive thinking show us there is a progression in how we think. They show us there is a predictable pattern which is followed when we reason. We begin by remembering (this is rote – 1+1=2) the material presented. Then we have to understand what we remembered, so we translate (or recognize) it. Then we take the translation a step further by interpreting (restating) the materials. By now the thing is making some sense to us. Now we try to find out how we can use this information. Then we see how it is different or the same (relating) as something else. We try to put all the facts together so we at least appear to have all our ducks in a row about the subject. Then we finally form an opinion (an evaluation, which is also review) about the subject, and will at some time relate this opinion to others either by force, by invitation, or unsolicited. And we may have help with this thinking process at any point along the way.

The neat thing about knowing how we think, is we can now know the steps to follow in teaching so what we teach is absorbed by the child. I don’t know about you, but when I teach I really do want the kids to know what I just taught them about. There are many other things to do every day, and some of them are more alluring than teaching. So if I’m going to teach, I want to teach in the best way I can. And this is what Chapter 3 is all about. We’ll discuss how this knowledge of how we think applies to actual teaching. Then we’ll tell you how to teach any lesson you might ever want to teach. But before we progress to that chapter we need to consider, just for a moment, how children and teachers differ from one another. And you thought I’d never get to it?

Just because your children are yours does not mean they use their brain the exact same way in which you use yours. While it’s true everyone follows a basic thinking procedure, just how people arrive at conclusions are different. You have discovered this by now if you have a child above the age of one. Suddenly, this little tyke has opinions of his own, and they don’t necessarily agree with your opinions. So how did he get them?

Well, for one thing, this child is not just exactly like you genetically. He is a combination of you and your spouse and all the relatives on each side of the family. And in that genetic pool are the DNA that tell his brain how to operate.

Our brain is a complex mechanism, capable of phenomenal feats. The brain is divided into two halves, right and left sides. The right side of our brain is our creative side. It is the side that is impulsive, can see the whole of an object, and is people oriented. The left side of the brain is more rigid, reflective, analytical, and sequential. And most of us use one side of our brain more than the other.

Each of us graph somewhere between two extremes in relationship to the uses of the hemispheres of our brain. And in our families there is a wide variety in the degrees the hemispheres are used (for example, your tendency may be to use the left brain, to analyze each situation, and to be very rigid in the categories of school and the curriculum chosen for school—or to use the right brain, to be very relaxed and haphazard). Your oldest child may use his right brain more than his left, preferring to be less rigid and more creative. Your second child may be identical to you, and a third child be halfway between the two extremes.

It is important you know your choice for the presentation of materials will be to suit yourself. Thus, if your left brain is dominant, your lessons will be very matter of fact. If you have a family as described in the previous paragraph, this type of presentation will bore your oldest child, thrill your second child, and alternately bore and thrill your third child. At any rate, you are striking out at least 1/3 to 1/2 of the time. Not a great average for a teacher. I think we can do better.

To know how to teach to your children’s various brain functions, you need to determine the differences between you and each of them. Appendix A includes a simple and informal test that will help you determine the gaps (or, lucky you, lack of gaps) that exist between you and your students. Please note this is informal. It is not conclusive, but it will give you an indication of how vast (or lack of) a difference there may be. Please also note this test is by no means an indication of our acceptance of the current usage of hemisphere function by the New Age movement. It is simply a way for you to tell the difference between you and your students.

General Information Concerning Brain Functions

The items listed on the right side of the Informal Brain Function Preference Inventory pages (Appendix A) indicate a right brain process. The items on the left side of the pages indicate left brain processes. Rarely is a person capable of utilizing only one side of the brain. We generally have tendencies on both sides. Below is some additional information concerning right and left brain usage.

1. Research indicates a child who is of an even age will more easily learn left brain functions, such as Arithmetic and Science. Therefore, we may draw the conclusion that at the ages of 6, 8, 10, 12, 14, and 16, your child will be more capable of learning analytic thinking skills. This would also indicate that at these ages the analytical thinking process will be more easily accepted by the child. Interpreted into the home school setting, this means when your child is an even age, you would do well to teach new skills in Arithmetic and Science, while concentrating more on review during the years of odd number age.
This does not mean, in any way, that Arithmetic or Science skills cannot be taught during an odd-aged year. It simply indicates it will be easier to teach the skill during an even-aged year. I have found the child naturally repels learning of these skills during the odd-aged years. So, if I push the learning of these skills during that year, I am asking for a turbulent year of teaching.

There is additional caution which should be taken regarding conclusions of brain function and development. Research indicates boys develop a year to a year and one-half later than girls. For example, if a girl has sufficiently developed the muscle coordination to write neatly at six, it may be seven before a boy will have developed the same level of control. There is a physical explanation of this phenomena, and it is based upon the glandular development of the young boy.

There is a fatty tissue (known as the myelin sheath) which surrounds the nerve cells, both in the brain and the nervous system. The development of this tissue is essential for sending messages (such as encoding and decoding skills require) within the brain. In boys, the development of the testosterone takes precedence over the development of the myelin sheath, and therefore, delays the development of the myelin sheath, which in turn delays the ability of the young boy to be able to read. Since this is a natural phenomena, it is best for us to simply accept it and to be aware that if you have a five-year-old boy in chronological age, you probably have a four-year-old boy in development capabilities.

2. Following the above research and applying it to the reverse situation would indicate that at the ages of 5, 7, 8, 11, 13, 15, and 17 it is more natural to teach inductive (going from the general in a subject to the specific) thinking skills. It is also easier to teach the skills of summarization at these ages. WARNING: This is a general assumption and not specific in each case. You must individualize this information to your child.

3. According to Piaget (he was an educational philosopher and researcher) there are certain age levels at which left brain functions can be easily introduced (specific age levels), thus lessening the stress on the child, as the child is now mentally ready for the activity. For example, many children are not ready for the process of decoding (such as required in phonics) until the ages of 7-8 years. The ability to understand Mathematics (this term refers to the science of space versus the term Arithmetic which refers to the manipulation of numbers) does not usually occur until the ages of 14-15. So, while you can force your child to learn phonics before the ages of 7-8, there is a greater stress level placed on the child than if you waited (we will discuss this further in the chapter on Reading). It also indicates there will be greater stress on the child if you attempt to teach Geometry before the ages of 14-15 than if you were to wait for the child to attain those ages.

4. Younger children see the whole of things (right brain activity) before they see the part (left brain activity). Therefore, children are capable of memorization before decoding, and will more readily grasp information that is presented to the right brain. Information may be presented to the right brain through the five senses, and especially through music.

5. If your child tends towards right brain functions, he will learn best by an activity oriented, creative curriculum. (He will also be more emotional.) If he tends towards left brain function, he will be more capable of independent study. However, it should be noted all children, regardless of tendency toward right or left brain, learn best by doing than by reading alone. Again, there is a physical reason for this.

Crossing both hemispheres of the brain is a section called the corpus callosum. It is this section of the brain that permits our movement of various body parts. Our movement of the right fingers is actually a command from the left brain. And our movement of the left fingers is a command from the right brain. The line dividing the right and left brain is referred to as the midline. We have found children who are experiencing learning difficulties (as well as those who are simply developmentally delayed) often will shy away from forcing their brain to cross the midline between the two hemispheres. However, our Creator already provided a way for that integration and crossing between the two brains to occur – and this is through movement. If, in the developmental progression of the child, the movement between right and left brain does not occur naturally (with ease) the child becomes incapable of higher thought processes. It is much the same as erecting a building on a foundation that is missing every third brick. Sooner or later a difficulty will occur in the structure of the building (in this case academically) and will point to a weakened foundation.

Academically, when you teach with a multi-sensory curriculum, you are forcing the child, through movement, to use all of the brain, both the left and the right hemispheres, and thus gaining the benefits of both brains.

While it is true you may see your child prefer one sense over the other, it should also be noted that although the child may naturally tend toward the use of one sense, he may and should be trained to excel at the use of all five senses. We will not always be capable of determining how information is presented to our children. They need to learn how to receive information regardless of how it is presented. And, as a teacher, it is your responsibility to be sure they gain the ability to cross over between the five senses. It should also be noted if you are teaching multi-sensorially, all of the senses (sometimes called learning styles) are naturally integrated.

In addition, there has been extensive research done which indicates children do not fully gain a learning style (a choice use of only one sense at which they excel very well) until they are young adults. There is also an indication children go through learning style stages. In other words, the child, while he may have an audio learning style as an adult, will go through various learning style stages. Although it is hard to place an exact age on the learning style stage, there are approximate ages for the stages.
They are:

- Tactile (doing) ............... 0-12
- Visual .........................12-14
- Audio .........................14-17

The research conducted on this subject was not complete enough to determine if the children changed from the tactile to the visual at the age of approximately 12 due to a natural preference, or because the materials were no longer presented in a tactile manner, and therefore the children had no choice. This information tells me a lot as a teacher. It tells me that until the age of 12, I should be presenting materials through a multi-sensorial medium. It also tells me that in the early education of the child, the traditional means of education are ineffective. When I think about the foundational skills taught in those early years, I realize the added importance of teaching in a multi-sensorial style during those years.

6. Your personal learning style will be your natural teaching style. It is important you view your child’s learning style and learning stage and compare it to your teaching style. If there is a difference in the two styles (or stages), it can create frustration in the home teaching situation. First, you will be frustrated because the children are not learning. Second, the children will be frustrated because school is suddenly “hard”. It is your obligation to teach the child in the way he can best learn, while gradually flexing the style to include the opposite learning styles. For example, if you tend to be reflective in your personal learning and teaching style, and your child is impulsive, tension will be created simply by the style of the presentation. You will need, for a period of time, to permit yourself to be more impulsive in your teaching, with a goal of gradually bringing the child to a more reflective ability. This is a process which will take time to complete. It should serve as one of the overall goals of the home school.

Wisdom Words

By

Rebecca L. Avery
Revisions and updates by
The Weaver Curriculum Company

TABLE OF CONTENTS

Introduction
The Writing Process ................................................................. 5
Goals for Written Language ..................................................14
The Writing Process Chart ....................................................15
Wisdom Words .......................................................................16
Definitions ...............................................................................31
Creative Writing .....................................................................32

Directives
Instructions ...............................................................................35a
Kindergarten ............................................................................36
First Grade ...............................................................................48
Second Grade ..........................................................................64
Third Grade .............................................................................92
Fourth Grade ..........................................................................134
Fifth Grade ............................................................................167
Sixth Grade ............................................................................198

Forms
Manipulatives ...........................................................................A-1

Appendix A
Index - Teaching Order

Appendix B ............................................................................B-1
Index - Topical Order

Appendix C .............................................................................C-1

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THE WRITING PROCESS

The ability to write is based upon the thoroughness of reading readiness, word identification, comprehension, and spelling. If a child has not developed small-muscle coordination, he cannot write. If a child cannot identify a word, he cannot write it. If a child cannot understand a word, how can he use it? If a child cannot spell a word, he cannot make himself understood.

Writing is extremely important to education as it establishes a method through which students may express themselves, crystallize and organize thoughts and information, communicate ideas and feelings, and demonstrate understanding of subject matter. When students write, they become actively involved in their own education and are interested in what they are learning.

There are several prerequisites to effective writing. If these conditions are ignored, the love of writing will not be developed. One prerequisite is an atmosphere of trust. Your home must be a safe place for the child. It must be a place where the child can express his thought and emotion without being ridiculed. Unfortunately, too many families are in the habit of ridiculing other family members. These incidents are called “jokes.” But a joke fails to be funny when it harms another.

Your home must also be an open forum for discussing ideas. The child should have the right to say what he is thinking. Now if this thought strikes you as being liberal, consider the alternative. A child who does not have the freedom to express himself is a child who stifles creativity in expression. He becomes emotionally handicapped. The expression of thought is not wrong in itself. It is the manner in which the thought is expressed that becomes offensive. When the child expresses a thought in an incorrect manner (usually disrespectfully), reinforce the concept that the child may express his thought, but he may not do so in such a manner. Then continue to explain what would be a proper way of expressing the thought.

Equally important to creating the right environment for writing is to allow the child time to write. You cannot press the child into your time mold and expect him to creatively compose. He must be given time to think, time to organize and analyze his thoughts before being expected to write. And when he begins to write, he needs time to write. For those of us who have hectic schedules, this is hard to learn. Yet, much damage is done if we hurry the child.

We do not wake up one day and simply know how to compose. Writing is a process which must be practiced faithfully before mastery can occur. The process includes six (6) steps which are detailed or explained in the following pages. These steps are prewriting, writing with six friends, determining the topic, form in writing, the writing process, and evaluation of the writing. Just as you do not expect your child to be able to cook a complete meal the first time he enters the kitchen, so you do not expect a final draft the first time he writes. Writing is a process!!

Interaction between the teacher and student should occur during every phrase of writing. Does this sound too involved? Don’t worry. It becomes a simple matter of taking one step at a time, step after step. The following steps will help you understand the writing process so that you, in turn, may help your student understand and master the writing process.

STEP ONE: Prewriting

Prior to any writing or even before expecting your child to write, the child should be given experiences and practice in ORAL composition. It is extremely important that young children spend a great deal of time being talked to and talking. Oral language always precedes written language. Children who perform well in the written languages (reading, spelling, writing, and grammar) are children who have the capability to express themselves well verbally.

It is important to encourage verbal language at all ages, as the verbal language solidifies the thought process. This is why a silent school is a school where little learning is taking place. Just as children learn best by doing, in language skills children learn best by talking first. Your school should be a verbal explosion. Talking should occur throughout every step of the learning process. Use correct terminology and descriptive words when talking. The more advanced your vocabulary is, the more advanced the vocabulary of your children will be. The child will only include in the composition what he knows. The vocabulary known by the child will determine the depth to which a child will go in writing. Word banks (such as those described in the directives of Wisdom Words to be created in the Dictionary section) are also useful to the writer.
Such word banks should include:

- **adjectives** - words that describe nouns
- **adverbs** - words that describe verbs and synonyms, from both natural usage and the thesaurus
- **technical terms** - words from unit vocabulary lists
- **words for precision** (i.e. aqua instead of blue)
- **words appropriate to the audience** (i.e. level of vocabulary, dialect)
- **words that have a desired connotation** (i.e. words that suggest or imply additional meaning)
- **words that get attention** (designed to create reader impact)
- **words to advocate a specific point of view** (such as are used in editorials, advertising, endorsements)

Before you expect your child to write one word on any topic for any writing assignment, discussion should take place. Perhaps you will want to recall an experience, or share ideas and thoughts on the subject. It is also beneficial to share your feelings on the topic. This will add depth to the discussion.

Discussing the topic not only helps the child to solidify his thoughts, but it also builds fluency. Fluency is described as the ease and swiftness in which meaningful oral and written language is spontaneously generated. In a sense, when you discuss the topic before you expect the child to write about it, you are “plowing the field” and “planting the seed” before you expect to “harvest the grain.” To develop fluency the child should not only discuss topics before writing, but should write daily. It is only through practice that fluency is gained.

**STEP TWO: Writing with six friends**

Writing assignments must be structured so that students use varying levels of the steps of thinking. Benjamin Bloom has written extensively on the subject of how we think. He determined that there are seven levels of thinking. We have condensed them to five levels for easy usage.

To easily teach children to write using all the levels of thinking (to write to complete the thought process), you will need to meet six new friends. These friends are everywhere. In fact, you probably have already met them. They can go with you on every field trip. They often are at the dinner table. They sit beside your child in school, but don’t require extra space. They were even with you when your husband proposed! Their names? Well first, you must know that I have totally fallen in love with them, so, the best is that they never make a mess! They are: Who, What, Where, When, Why, and How! Their pictures are located on page M1. As you can see, they are common in every home. And now you can learn how to use them to help you teach.

1. **We begin at the knowledge/recall level.** This is the “I remember” level of thinking. Of the six friends, Who is the one most used at this level. If your child is answering a Who question in his writing, he is writing at the recall level. This is the level at which most first grade students write. So, when teaching writing to a first grader, ask him to tell in his writing Who is involved. You may place the picture of Who found on page M1, onto a piece of cardboard to help the child remember.

2. **The second level of thinking is the level of comprehending and understanding.** It goes beyond Who to What happened and Where it occurred. You can guess which friends are used at this point of writing. You are correct! Dust off What and Where and introduce them to your child. When a child writes to answer Who and What questions, he is writing on a second grade level. When the child writes to answer Who, What, and Where questions, he is writing on a third grade level. You may use the pictures of these friends (page M1) to remind the child of expected content.
3. The third step of the thinking levels is that of analysis. This is where comparison of one object or experience to another object or experience takes place. The two friends to use at this level are Where and When. When a child writes and describes where and when events took place and then compares two events, he is writing at a fourth grade level. To remind your child of what is expected in content at this level, cut out the pictures of Who, What, Where, and When from page M1 and mount on cardboard.

4. The fourth level of the thinking skills is the synthesis level. This is when a hypothesis forms and the question is answered “what would have happened IF.” The two friends to use at this level are Why and How. When a child tells why and how something occurred, and then ventures to guess what might have happened IF something else had occurred, he is writing at the fifth grade level. Writing at this stage should tell Who did What, Where, When, Why, and How.

5. The fifth level of thinking skills is the evaluation level. This is the level where critiques are made, debates take place and a final evaluation is given. This level uses fact to substantiate opinion. When writing on this level, children should tell Who did What, When, Where, Why and How and then go beyond this to form a conclusion of the matter. As mentioned, opinion is stated. In other words, this writing includes emotion. This is writing on the sixth grade level.

**STEP THREE - Determining the topic**

For writing to take place, a topic must be determined. It is important to remember that children, when given the opportunity, will write only about what they know. This is where the time you have spent teaching with a hands-on method gives an edge over teaching with a traditional method. For with a traditional method, the child has only retained 30% of what was taught, whereas with a hands-on method, the child has retained 85% or more. The child taught with the hands-on method now has a much broader base from which to write.

Topics may be assigned. When assigning a topic, it is always wise to give the child a choice within the topic. Since all of us prefer to be in control, giving the child a choice within a subject will naturally motivate the child to write because he chose the topic.

When first given a topic, children will naturally feel overwhelmed. Feelings at the various stages of writing are discussed on pages 128-130.

Often when a topic is chosen, it is too broad to be adequately used for writing. It is then that a topic needs to be narrowed. To narrow a topic, use the form on page F66 and follow the instructions on page F67.
Form in writing includes the format for writing sentences, paragraphs, multiple paragraphs, dialogue, letter writing, and poetry.

Writing involves language (you've worked on that through oral presentation and the prewriting process) and writing for an audience. The child must determine the audience to whom he is writing. It is obvious that when writing to a younger audience, you would use simpler words. Were you to write to a group of astronauts on the topic of space flight, you would use very technical terms. The vocabulary used and the way in which facts are stated help prepare the writing for a specific audience.

While simple sentences are easy to teach, the formation of paragraphs requires more thought. We have included a clustering form on page F60. The clustering chart is important for oral composition, as it organizes thought. They are then transferred to a flow chart (found on page F10, with instructions on pages F61–F62). From the flow chart a simple or multiple paragraph may be formed, depending upon which chart was used. We have also included 3x5 cards of the various processes for writing paragraphs. You will find these cards on page P9.

There are other forms that will also help the child in organizing his thoughts. Charting such as the chart and instructions listed on pages F68–F69 aids the student in determining the form of the writing. Mapping, such as found on page F70–F71, also provides a method whereby the child can organize for form in writing.

Form in writing also includes the mechanics of writing, such as punctuation, parts of speech, spelling, and handwriting. There is much to be considered in this area. We have included teaching information and many valuable tips in Teaching Tips and Techniques, available through The Weaver Curriculum (888) 367-9871.

STEP FIVE - The writing process

As stated previously, writing is a process. It begins with prewriting, which involves oral preparation, clustering, sharing of thoughts, and use of the flow charts.

The actual writing involves fluency (you've worked on that through oral presentation and the prewriting process) and writing for an audience. The child must determine the audience to whom he is writing. It is obvious that when writing to a younger audience, you would use simpler words. Were you to write to a group of astronauts on the topic of space flight, you would use very technical terms. The vocabulary used and the way in which facts are stated help prepare the writing for a specific audience.

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STEP SIX - Evaluation of writing

The final step of the writing process is that of evaluation. It is important that the child evaluate his own writing. Ask him to state the positive and the negative aspects of what he has written. After the child has evaluated his writing, the teacher then evaluates it. This evaluation need not always be related to the student. In fact, it is better if the evaluation is kept to oneself. Errors made in the writing should be corrected by teaching the concept again, giving models and practice to reinforce the concept. When evaluating, remember the golden rule of teaching: DON'T EVALUATE EVERYTHING!! Yet, a wise teacher will remember that the child has truly retained only what he can relay.

For a review of written language, see page 14. A chart entitled The Writing Process may be found on page 15. You may use this chart to remind the student of the steps involved in writing.

GOALS FOR WRITTEN LANGUAGE

1. Writing is a cumulative process. Interaction occurs between students and teacher during every phase.

2. Prior to writing, students should be given experiences and practice in oral composition to build fluency.

3. Instruction in mechanics, spelling, and sentence structure will be given as it becomes necessary to give form and correctness to students' writing.

4. Evaluation will include positive, specific statements as well as constructive criticisms. DON'T EVALUATE EVERYTHING.

5. Provide opportunity for the student to write to a variety of audiences.

6. Writing takes place in all curriculum areas.

7. Students should be taught to write for a variety of purposes, for reports as well as for pleasure.

8. Writing is used to facilitate the thinking process.
The purpose of Wisdom Words is to integrate the entire field of language arts, to build fluency in writing, and to apply reasoning skills to all areas of language arts. Wisdom Words provides for skills to be taught, language discoveries to be made, self-expression to occur, and skills to be tested and reviewed.

Before your child learned to read or write, complex language skills had been developed. Researchers have indicated that language capabilities are unlimited at birth. By the age of two, the child has become a master of recognition of specific sound combinations that express thought. By the age of two, the child has also lost the ability to hear certain combinations of sound which differ one language from another.

Children progress from the expression of simple needs to the expression of complex thought. They do this quite naturally. I have yet to meet a parent who decided they would consciously teach the child to express first one thought and then a complexity of thought. It all happens rather naturally, sometimes seemingly overnight. As children hear thoughts expressed, they learn to express thoughts. The complexity and correctness of the language heard will be the basis of the complexity and correctness of the language used in the child’s own expression.

“Just as language sets the parameters for all speakers of that language, so too the amount of language an individual possesses sets the outer limits for that person. How well one functions in a society is determined in large part by how much control the individual has over the language of that society.”

The ability to express oneself adequately through language is paramount. As adults we are aware of this. But in our haste to implant these skills, we must not forget the process by which the child acquired the majority of the language skills: by the natural usage of oral language.

If a child has not heard a word, he cannot speak it. He cannot spell it because he doesn’t know how it sounds. He cannot read it because he has not heard it and cannot speak it. He can copy it, but the writing has no meaning because there is no interpretation.

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1 Teaching Children To Write K-8, Robert L. Hilkerich Prentice-Hall, Inc. 1985.
Do not conclude that you as a teacher will be babysitting the child every step of the way through the program. Not at all. Because the child is actively involved in the process, he will also be actively involved in the correction of errors. Wisdom Words is designed in such a way as to allow the student to become his own master. After the concept has been introduced by the teacher, the child then applies it to his daily writing. Having been given a list of guidelines, the student then corrects his own writing. He critiques himself. You put down the red pen and he takes it up, for if you are to continue to correct his papers for him, he has no responsibility. You have taken it from him. By the child correcting his own errors he is responsible. Your role is one of introduction of the concept and overseeing the concept to completion.

Wisdom Words integrates grammar with composition. As the child writes, he learns to compose correctly. Through daily writing, the child develops a fluency in writing. As he learns new concepts, those concepts are then applied directly to his daily writing. What you do you remember. And when the child uses the new concept, he remembers it. The language skills then become the child’s. He owns them because he has created a means of using them. The concepts are no longer unrelated to everyday usage.

With the implementation of Wisdom Words, your child will be applying spelling to writing and reference; phonics to reading, spelling and reference; grammar to reading and writing; and penmanship to writing. All of these skills are obtained by the child in a natural progression, using the child’s own verbal language to implement the concepts. In addition, Scripture is used to illustrate grammar, thereby increasing the strength of the child’s foundation of Scripture.

While integration of the entire field of language arts is important, language arts does not stand by itself. The field of language arts is the method by which we express all thought. It is therefore interrelated with Bible, Social Studies, Science, Health, Art, Penmanship, Math, and every other subject you could possibly teach in your school. Because this is true, language arts should be integrated with the other subjects the child is studying. The unit approach to education provides for a natural integration of language arts with all other subjects being taught. Children write about what they know. As the child writes on a daily basis he will include information about what he has been studying in other subjects, as he has been thinking about this information. It may take a lapse in time for the child to write about a subject studied, as it takes time for the child to integrate what he has learned into daily living. For the first grade child, a lapse of one to two weeks is common. Time lapses will decrease as the child matures, culminating in a time lapse of one to two days. In the event the child does not naturally write on the subject being studied, the teacher may assign topics from study material for the child to consider when writing. It is best if the child be given a choice of subjects within a broader subject. For example, when studying the subject of plants, the child might be given a choice between writing about a specific type of plant, how plants get food and water, or the role dying plants play in the enrichment of the soil. Writing on such subjects need not be limited to report writing. It can include poetry, diaries, first-hand accounts, fables, imaginary writing, and on and on. Creative ideas are listed on pages 32 and 33, as well as in each volume’s Day By Day.

Step by step instructions for each grade level begin on page 35a. Through these steps we will cover all necessary skills. While these skills are listed by grade level, they are not indicative of age. The grade level merely indicates a skill level. A specific number of years in school does not mandate a specific grade level. You will need to locate the ability level of your child. You may do this by reading the directives and determining if the child can accomplish these things. If you are uncertain, have the child perform that directive for you. The skills in Wisdom Words also correspond with the skills listed in Skills Evaluation for the Home School, available through The Weaver Curriculum (888) 367-9871. If you have already placed the child in a grade level using this resource, the same grade level will be applicable in Wisdom Words.

Note: Because Wisdom Words contains may areas, we suggest you progress slowly.

Begin Wisdom Words with your child assembling their notebooks. Go to the color coded pages of their grade level. Let the student’s ability determine how long to work on each directive. Some directives only take a day while others can take several weeks. If you are using The Weaver Curriculum Day by Day daily lesson planner, assignments for Wisdom Words are already done for you.
Materials Needed for Wisdom Words

1 - 3 ring binder for each student
1 - 3 ring binder for the teacher
5 - notebook dividers for each student

A Wisdom Words notebook should be made for each student, regardless of age or grade level. Even a very small child should have his or her own book. Their “scribbles” are their introduction to the writing process. The teacher should also have a notebook. When writing on any level is assigned to the student, the teacher should also write, not only as an example, but for a thorough understanding of what the student is experiencing. The concept of the teacher writing will sharpen the teacher’s recognition of the skill needed in writing, and the toil required to produce a final draft. It is also a wonderful opportunity to update school and personal journals. Suggestions and forms for the teacher’s notebook may be found on pages F73-F82.

Each Wisdom Words notebook should have five sections. Dividers should be placed within the three-ring binder. Enclosed within this packet are the masters for the forms needed. Each section should contain enough of the necessary forms to last for a one-month period of time. You will find the estimated number of forms needed listed on the following page.

Using My Brain 3-5 per year
Spelling Pretest 10-12 per month
Spelling Success Chart 4 per month
The Home Reading Record 2 or 3 per year
Language Discovery 2 per month
Penmanship Check 1 per year
Clustering Graph as indicated in lessons
3 x 5 Formula Cards 1 per year
Flow Chart for Simple Paragraphs as indicated in lessons
Multiple Paragraph Writing as indicated in lessons
Dictionary 1 of each page per year, or as needed
Letters 5 per month, or as needed
Daily Dribble 25-30 for each month (or you may use regular writing paper to save money).

Penmanship forms

Determine the size of the line on which your child is most comfortable writing. Then determine which Scripture verses will be practiced. Estimate the number of pages needed to write those Scripture verses. Take this number times 16. Copy that number of sheets plus border sheets of choice for each lesson.
You will find it easiest to copy enough forms for each student for several months at a time. At the end of each school month, remove completed forms from each student's notebook. Place them in a file folder kept for each child. These become a record of progress. You may then look back and see how much the child has achieved. Do keep the reference forms in their notebook — Using My Brain, Language Discoveries, Dictionary Pages, and Penmanship Check. The file folder of work accomplished also helps to determine grading for the time period.

The teacher writes the spelling words for the week in the far left hand column. It is important to note the order in which you wrote the words, as you will need to verbally state the same words in the same order. Fold the paper on the dotted lines (it will be a triple fold) and give it to the student. As you verbally give the spelling words, the child writes them as he thinks they should be spelled in the middle column. After completing the pretest, the child opens the paper and checks his words against those you had previously written. He then writes the correct spelling for the words he misspelled in the third column. As he writes the word, have him emphasize the section of that word that he spelled incorrectly. For example, if he misspelled the word climb as clim, have the child write the word as usual, but writing the b larger than the rest. Or the child may underline or circle the section that he has misspelled. These words that have been misspelled are now the official spelling list for the week. You will want to notice spelling errors to detect problems the child is having. If the child continually misspelled ou and ow sounds, you will need to teach this again. If he consistently puts i before e after c, you will need to reteach the applicable rule. It is not an issue of how many the child gets right or wrong, but rather in learning whatever it is he does not know. After determining the week's spelling words from the pretest, have the child reference those words in the dictionary section of the notebook. For more information, see Dictionary, page 26.

Please note that this form is to be used only if you are not using Success in Spelling, the complete spelling program by The Weaver. If you are using Success in Spelling, you may disregard this section of Wisdom Words.

Sections of Wisdom Words Notebook

Section 1: Records

The Records section contains several sheets for the recording of information. They are as follows:

Using My Brain (page F1) - This has a place to list the date, the skill learned, and the application of that skill. This form is used for the recording of specific skills that are learned by the student. For example, after capitalization has been taught to the student, that skill is listed on this sheet. The skills that are listed on this page are areas that should be mastered in the child's final draft of a written work. Each skill that should be listed on this form has been indicated as such in the step-by-step grade level instructions. In addition, any skills the child has trouble in retaining or integrating into daily writing should be listed on this sheet. The child may use these listed skills as a guide of what the teacher will expect. He may refer to this list at any time in the writing process, but will be expected to use this list in editing each day's writing. When applicable, grades should be given for the child's thoroughness in implementing the skills listed on this sheet.

Spelling Pretest Form (page F2) - This form is used every week to determine how many of the week's spelling words the child can already spell. It is a matter of the child testing the list, not a test being given to the child. It is important that the child understand this concept. You want to know what the child knows, so that you can teach him what he does not know. There is no reason to require the child to waste time in repeating what he already knows. You may choose spelling words from many resources: the vocabulary words in The Weaver, a current reading resource, sample words given in the Wisdom Word lessons or any words from subjects you are currently studying, appropriate to the child's age.

The Spelling Success Chart is designed for the student to complete after the pretest and test each week. The child fills in the graph to the appropriate line of each section. For example, if there were 10 words possible in the entire week's spelling pretest list, the child will color in the first section of the graph to the 10. If the child got 4 of the words correct on the pretest, he would color in the graph to 4 in the appropriate column. He would also record the number of possible words on the test (the difference between the number of possible words that week and the number he got right on the pretest.) After taking the final test, the child would then color in the graph to the number he got correct on the final test (hopefully all six of them). Any words he has not spelled correctly are automatically on next week's test.

This form shows the child how well he has done. When you first begin to use this chart, you will want your child to be successful, so that he associates praise with spelling. When he is successful, praise the child. He deserves it. As the year continues, this chart becomes an easy review for the child's progress and a quick recap for grading.
The Home Reading Record (page F4) - This form is to be used to list all the books which are read by the student. They should be listed in the order the child reads the books. Unless the child is incapable of doing so, the child should record this information. Your role is to be certain that the child has read the appropriate books. A complete list of classics to be read is available in Teaching Tips and Techniques.

Language Discovery (page F5) - These sheets are designed to contain a language discovery made by the student. For example, when the student discovers the various ways the long a sound can be spelled, he may write his findings on this sheet of paper. The paper is kept in the notebook at all times as a quick reference for spelling and writing. The child may refer to the pages at any time. Discovery is a method of teaching and can therefore be used for any of the skill concepts that are to be presented within a grade level. Skills to be recorded in Language Discovery are indicated as such in the step-by-step grade level instructions.

I want to learn about... (page F6) - This sheet is designed to provide the child with an opportunity to express what he would like to learn. The subjects of choice may be general or specific. They may be assigned or voluntary. The teacher should check this area often and arrange to work the subject into what will be taught. Please note that it is important to find a balance between plans given in a curriculum and what your child would like to study. When given a specific subject, you may check the overview for the year and let the child know when you will be studying that subject. If the desire is to study something not planned, you may assign it for a private special investigation. Or, you may locate information on the subject, give it to the child, and encourage him to read about it himself. He will then inform the rest of the family about the subject upon completion of the study. This puts the child on auto-pilot, something they rather enjoy.

Penmanship Check (F7) - This form provides the student with a method of checking their own penmanship progress. After the child has written his memory verse for penmanship (this is done in practice on a daily basis and a final draft done weekly), the child then uses this form to check his writing. We do suggest that a model of letter formation be placed within the classroom. These are readily available through stores which carry school supplies. Critiques should always be made by the student, not by the teacher. When a teacher criticizes a student’s work, she takes away the responsibility of the student. If the child continually forms a letter improperly, ask the child to check each of the criteria for good penmanship again, carefully looking at each letter. Should the child fail to see the error, assign practice in the area of the problem at a later date. Emphasis on the problem area should bring an awareness to the child. Do not assign practice immediately after the child has failed to see the error he made. You want to correct the problem, not down grade the child.

Clustering Graph (page F8) - This graph of circles is for the prewriting period in which brainstorming occurs. Instructions for its use are contained on page F60. You will be told when to use this.

Paragraph Formula Cards (page F9) - These cards may be clipped for the student to use when learning to make paragraphs. They are directly associated with the paragraph Flow Charts. You will be told how and when to use these.

Flow Chart for Simple Paragraph (page F10) - This form gives an order to the writing process. It is to be used with the Formula cards on the previous page. Step-by-step instructions are given for this chart and may be found on page F61-F62. You will be told when to use this chart.

Multiple Paragraph Writing (page F11) - This chart is used in writing multiple paragraphs, process descriptions, comparison, and cause and effect paragraphs. This form is designed to be used with Formula cards. Step-by-step instructions may be found on page F63-F64. You will be told when to use this form.

Section 2: Dictionary (pages F12-F32)

This section of Wisdom Words is designed to allow the child to apply the new words or words he has recently learned, to recognize the meaning of, or to remediate a word that is a problem in spelling. Words are organized under the first alphabet letter only and are placed into this section in the order of encounter. The child may use these words at any time, in any manner. The words may include vocabulary, descriptive terms, or words the child simply likes.

All words misspelled on the spelling pretest are automatically placed in the dictionary. Meanings are not added unless necessary for identification of the word (such as rite, write, right). By consistently placing the words in the dictionary, the child is creating his own word bank.
Section 3: Letters (page F33)

This section is comprised of letters written from the child to others. The recipient of the letters may be the child’s parents, siblings, grandparents, teacher, or friend. The letters should not be required to have a form until such skills have been taught. It is very important that the letters not be judged by the teacher. The child should have the freedom to express himself. This expression may include anger, dislike, or any other emotion. Correction should only take place if the child is expressing himself in a manner unacceptable to the parent. At that point, the child must rewrite what has been said in a more acceptable form.

It is important that all letters be answered by those to whom they are addressed. Letters are a form of communication. Just as you would verbally answer your child, you must also answer the written conversation. You may choose to write the answer on the letter itself, or on a separate piece of paper. However you choose to do it, the answer should be in sequence by the letter. This type of activity may be chosen by the student as an alternative to daily writing at any time. The letters are not to be corrected for mechanical errors. If you notice a continued sequence of mistakes, teach to correct the error. This type of teaching should be non-related in time and reference to the observation of the error in the child’s writing.

Section 4: Daily Writing (page F34)

Daily Dribble is a section to be used by the child to write anything he desires, on any subject, in any time frame.

At the beginning, the child of all levels simply writes daily. Neither spelling nor penmanship is to be checked at this point. The child may choose the subject of his writing. There are only two rules that apply: 1) the child must write daily, and 2) the child must be respectful in his writing. Everyone in the school should be writing at the same time, including young learners and the teacher. If the child seems to be unable to think of a subject on which to write, have him write “I do not know what to write” over and over again until he thinks of something to write (this will occur quite fast). The concept is that the child is writing what he is thinking. You want the child to become accustomed to writing as soon as he sees the blank page. This process will continue as explained above for a time period of two weeks. Expect the child to write for at least one to two minutes daily at this point.

During the next three days, have the child continue to write. Add the requirement that the child begin to skip lines between the writing of each line. This is for the purpose of editing, but the child does not need to know this at this point. Begin to increase the writing time from two minutes to three.

Next, the child will begin circling those words he feels he may have spelled incorrectly. This circling is done by the child as soon as the child has completed writing the word. It is important that the child not continue to write, and then come back to circle words he thinks he misspelled because words will often look all right the second time we look at them. Do not stop to look up the spelling of the word in question at the time of the writing or to ask how the word is spelled. Write it as it sounds. This practice will continue through all writing in the daily log.

The capabilities of your child will determine the next directives in daily writing. If your child is below second grade level or has not completed the entire phonics combinations, you will progress to the step-by-step directives given in the grade level in which you have placed your child. Teach these listed directives in the order suggested. Beside each directive, mark the date mastered by the child.

If your child has completed the entire phonics combinations and is in second grade or above, you will now begin to teach about the long vowels. This step is prerequisite to teaching the child how to use the dictionary to look up the correct spelling for words the child has misspelled in his daily writing. You will find the lessons detailed on pages F83-F86. The discoveries made in these lessons should be recorded on the Language Discovery sheets. It is important that this information be reviewed every year, regardless of grade, as reference skills are vital to every grade level. You may expect teaching to cover a two to three-week period, depending upon how often you teach the subject.
After teaching about all of the long vowel sounds, have the child begin to look up the words he has circled in his daily writing. This is done after the writing has been completed. Have him find the correct spelling for the word in the dictionary (using the skills you just taught or reviewed in the directive above), and correct the misspelled word, writing the correct word above the circled word. The child will continue this practice for every misspelled word he circles in his daily writing from this point onward. If the child fails to see a misspelled word and continually misspells that word, place the word on a spelling list. Be certain to note the place of error in misspelling the word, and correct it by teaching to the problem. For example, if the child continually misspells thank as think, he is not hearing the difference between ank and ink. You will need to work on his hearing the difference and then spelling what he hears.

Begin to require correction of grammar only after the rule has been taught (as referred to in the step-by-step instructions) and listed in Using My Brain. Penmanship may be required at the teacher’s discretion, but should be necessary for the final draft of any paper.

It is important to remember that all writing in the notebook is rough draft only, unless you or the child chooses for a certain piece to be finished into a final draft. Criticism of the work is to be done by the child, as well as corrections. The teacher may ask questions to lead the child to see his errors, but only if the piece is to be completed into a final draft. It is best if the child check his own work against the skills listed on the Using My Brain sheet in the records section.

Time spent in daily writing should begin with one minute in the first grade, graduating in time to about five minutes in the sixth grade. More time may be taken if the student desires. Do not cut back writing time to fulfill a need you have to stay on a predesignated schedule. This period of daily writing is more important than a clean kitchen floor.

Section 5: Penmanship (pages F35-F59)

The Penmanship section of Wisdom Words contains forms for writing. There are three different sizes of lines, designed for the various muscle coordination levels. If your child is new to either manuscript or cursive writing, insist that the three-inch lines be used. These lines should continue to be used for approximately three months. The two-inch lines should be used for the child who has learned to write either manuscript or cursive but has not yet gained the ability to execute the letters you would desire. These lines should be used until the level of expectation is met. The one-inch lines are to be used by the child who writes neatly already. Never progress lower than one-half-inch lines during the first six years of school. The child’s muscle coordination has not yet sufficiently developed to do so, and if done, the child’s writing will become less neat. Lined sheets are used for penmanship practice every day during the week. Scriptures to be used for penmanship may be found on 3 x 5 cards in each unit of The Weaver. The child should have a model of the type of writing you expect. Models for writing may be obtained from a school supply store. Do not expect a perfect draft on practice days. Border print masters have also been provided for the Penmanship section. These forms are provided for the final draft of the week’s penmanship practice. After the child has written his final draft, have the child compare his work with the model. A self-evaluation sheet, designed to be used by the student to discover problems, has been included in the Records section. The child should check his penmanship against the self-evaluation sheet. After having decided where the problem has occurred, have the child practice that letter, correcting his error.
The skills listed within each grade level are recommended to be taught during the indicated year. They are to be used as a progressive check list. Progression to the next directive is to follow the mastery of the previous step. Please note that we are referring to a grade level and not an age level. To determine the level for your child, read the directives, checking those that the child easily completes. When the child reaches a level wherein he does not know over 30% of the directives, you have reached the level in which to begin teaching. If you are teaching second grade or above, you will want to be certain that the child can complete each directive in previous grade levels. Skills within Wisdom Words correspond with those in Skills Evaluation for the Home School. If you have already placed your child in a grade using this resource, your child will be in the same grade level in Wisdom Words.

Teaching suggestions are written beside each concept. In Wisdom Words, teaching should adhere to the following order:

1. Identify the concept and give an example.
2. Illustrate the concept with a model, an activity or mental picture.
3. Illustrate and apply the concept with Scripture.
4. Illustrate and apply the concept to child’s own writing.

After you have introduced the concept to your child, check off the concept in the directives and write a date beside it. When indicated, write the concept taught with the date you taught it in the child’s notebook under the section Using My Brain. After you have introduced the concept and given practice in application of the concept, it is then mandatory that the concept be correct in the final draft of all written work within the log. Through self correction, the child will begin to use the concept naturally in his writing. Refer to the section Using My Brain for self-correction information.
Wisdom Words is designed to be used over and over again, year after year, for as many students as you teach. Grade levels kindergarten through six have been included for the purpose of the multi-level home. It will be beneficial to you, as the teacher, to write any notes in the margins of the grade level you are teaching. Such notes may remind you to teach the concept at a later time if your child is not ready, to review the concept at a specific point, or to record that your child already knows this point. You will also want to keep the manipulatives organized according to page number. We suggest that when you cut out the manipulatives, you place them immediately within a baggie with the page number they are from written on the bag or on the items themselves.

**PLEASE NOTE:** It is extremely important that parts of speech not be taught until the child has completed their phonics program and thoroughly understands and uses the rules of phonics. We add this as a precaution, for if you were to attempt to teach the parts of speech and sentence structure to children before they understand word structure, confusion would result and the child would master neither concept.

Review of skills takes place in the child’s daily writing. When the child has incorporated in his daily writing a skill taught, you can then be assured the child knows that skill. There is no need to further test the child concerning it.

Forms needed to reinforce teaching are located in the Forms section and are referred to by page numbers (pages F1-F110). We have given you permission to reproduce the forms within this section for student use only. Game cards and manipulatives are located in the Manipulatives section and are referred to by page number (pages M1-M51). The Manipulatives section, as well as the Directives section, is nonconsumable, designed to be used for more than one year. You will need to keep these sections in good condition if you plan to reuse this book for other students. You do not have permission to reproduce pages, or parts of pages from the Manipulatives or Directives sections.

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**KINDERGARTEN**

**Writing Readiness**

At the Kindergarten level, many children are just beginning to develop small muscle coordination. This means that many of the children are not actually “writing.” If your child is not writing, we would like to stress the importance of not pressing the child to write until he is ready to do so. Young children go through stages of expressing their desire to write. A two or three-year old may tell you he wants to write, when, in reality, he only wants to experiment with paper and pencil. A five-year old may tell you he wants to write, meaning he wants to know something about writing, not necessarily that he wants a full-fledged lesson on how to write the entire alphabet. A six- or seven-year old may express a desire to write, meaning he really does want to know how to form letters and be capable of expressing his thought in writing.

Expression of desire is one way to know when a child is ready to write. But there are also many other ways to know when the child is ready to learn to write. The child’s capability to use scissors and to follow a predetermined line in cutting are indicators that the child’s motor coordination has developed for writing. You may also ask the child to hold up his right hand and bring his thumb and middle finger together so that they form a circle. This also indicates small muscle coordination. Do not be dismayed if your child is older when he develops small-muscle coordination. It is not uncommon for children to be between the ages of 5-8 before they sufficiently develop the ability to write. What is important is that the parent not place great stress on this area. Progression and readiness will come naturally with time, and the child’s learning need not be hampered by such “traditional” skills. There are other more important things the child can be learning while waiting for muscle coordination to sufficiently develop.
If you are teaching Kindergarten, the byword for language arts throughout the entire year will be “talk.” And when you have talked, talk again, and again, and again, and again. Explain what you are doing at all times. Verbally integrate the child into every activity. Encourage the child to talk back to you. Our minister recently noted that women speak an average of 25,000 words per day, while men need only to speak 10,000. While we are not indicating that women operate their mouths extensively (remember the gender that wrote this), this may explain why our husbands get tired of hearing us. However, you can constructively use those extra 15,000 words to develop your child’s language skills.

We would also suggest that the Kindergartner have his own notebook and that he also write daily. This does not indicate that the child is actually writing. As noted above, the majority of Kindergarten children are not ready to form letters. Yet, this lack of coordination does not mean they cannot express themselves through pictures and “letters.” Create your child’s own Wisdom Words notebook. As he “writes” daily, ask him to “read” to you what he wrote. Read down exactly what he tells you. Read the story back to him when you have finished taking dictation. By doing this daily the child understands that writing is speaking in a different form. As the child grows, writing will be a normal expression because he has always done it. He will not develop a fear of the blank page. He will be conditioned for a successful language experience.

Speech Patterns

One of the most important aspects in teaching Language Arts at the Preschool and Kindergarten level is to take the time to correct the child’s speech patterns. Work on clearly articulating the sounds of the alphabet (the child may or may not know what letter he is saying). Practice rolling the tongue in different positions so that words may be clearly said. We have included activities for the sound combinations below. It is extremely important that correct articulation be learned now, as the child’s ability to read with ease and spell correctly later will rest upon this foundation. As a teacher, your articulation will be the model from which the child learns. Articulate the models carefully, both in teaching and everyday language. You may use the following dictation exercises as needed by each child, or you may require each child to practice the entire list.

Tongue Exercises

Introduce your child to Mr. Tongue. Mr. Tongue lives inside of our “Mouth House.” He is very important for helping us to speak correctly. Mr. Tongue is also a funny fellow as he like to do many tricks. Have your child help Mr. Tongue perform each of these activities:

1. Stick Mr. Tongue out as far as you can.
2. Pull Mr. Tongue into your mouth as far as you can.
3. Push Mr. Tongue against the roof of your mouth.
4. Push Mr. Tongue against the floor of your mouth.
5. Stick Mr. Tongue out of your mouth and wiggle it from the right to the left several times.
6. Stick Mr. Tongue straight out of your mouth and wiggle it up and down, as a snake would do, quite fast.
7. Stick Mr. Tongue out of your mouth and roll him around and around your lips.
8. Close your teeth (the gate to your mouth) and press Mr. Tongue lightly against the gate.

Practice these exercises every day for a period of two weeks. Carefully note if your child is unable to perform any of these actions. If your child has problems pressing his tongue to the roof of his mouth, he may be tongue tied (the membrane under the tongue has grown too long). A visit to your doctor will help solve the problem.
[ ] Making the “S” Sound

Place your lips in a slight smile position with the teeth (the gates) almost closed. Mr. Tongue is hidden behind the teeth. The vocal cords do not vibrate. Take a breath and slowly let the air pass over the tongue and between the teeth. Imitate the sound of a snake. Imitate the sound of a teakettle.

The most common error is the substitution of the \textit{th} sound for the \textit{s} sound. This occurs because the tongue is peeking out between the teeth. \textbf{Show} your child how to correctly pronounce the sound first, noticing the position of the tongue and teeth. \textbf{Watch} as the child says the sound. Correct any improper placement of the tongue, teeth, or lips. \textbf{Say} several words that begin with the \textit{s} sound, such as, “Smile sweetly sister and you’ll send Satan sadly away.”

[ ] The “Z” Sound

The \textit{z} sound is made like the \textit{s} sound, except that the vocal cord vibrates. Ask your child to feel your vocal cord as you say first the \textit{s} sound and then the \textit{z} sound. Then ask your child to make a sound like a bee.

You may use the traditional “Fuzzy Wuzzy” poem to practice the \textit{z} sound.

\begin{quote}
Fuzzy Wuzzy was a bear.
Fuzzy Wuzzy had no hair.
Fuzzy Wuzzy wasn’t fuzzy, was he?
\end{quote}

[ ] Color Words

Teach your child to read and recognize the following color words: red, orange, yellow, green, purple, brown, black, blue, and white. To introduce these color words, cut out the cards provided on pages M2-M3. Giving the child crayons or markers, have him color the card the correct color of the written form of the color. It is important that the child be capable of reading these words on his own. The capability of spelling the words is not important at this stage. Keep these cards for later use.

\textbf{NOTE:} If you are not teaching your child to read at this point, indicate so in the margin and teach this at a later date. Although a phonetic approach is suggested for teaching reading, because of their repeated use, these words are important. The child can easily memorize these words without affecting the phonetic teaching of reading.

[ ] ABC Order

The first grade child should be introduced to ordering the letters of the alphabet. If you have already taught your child the traditional ABC song, give the child plastic or paper alphabet letters and as he sings the song, have him place those letters in the correct order. ABC dot-to-dot books may also be added. Children should not succeed the ordering of more than the first letter of a word at this point.
To reinforce and apply the concept of order words, ask the child to place the “color word cards” (the ones used in the directive above, pages M2-M3) in ABC order. If the child will say the alphabet as he works, it will be helpful. After the child says each letter of the alphabet, ask: “Is there a card that has a word that begins with the letter ___(whatever letter he just said)___?” Praise the child when he has completed this.

[ ] Size Words

Using the child’s normal language, point to words that he already uses to indicate size. Words such as small, large, big, little, smaller, smallest, larger, bigger, and biggest should be already in use in the child’s vocabulary. Simply note with the child that these words indicate size. You may desire to add to the list with words such as gigantic, mega, etc. Do not expect these words to be used frequently in writing without prompting from you. After you have discussed size words, you may wish to have the child tell you about an item that is larger than another item. Praise the child for any size words he uses naturally.

[ ] Top, Middle, Bottom

Most first grade children understand the meaning of the words top, middle, and bottom. To be certain that your child does, give the child a puppet (finger puppets are sufficient), and have the child move the puppet to the top of the desk, place it in the middle of the table and at the bottom of the chair. Carefully note how easily the child responds and how often these words are used in normal vocabulary.

[ ] Understanding Time Order

We use words such as soon, before, now, during, next, after, and around when referring to the order in time in which an event took place. These words signal the reader to the when of the story, or to the order of events. Write the above time-order words on flashcards. Discuss with your child how these words indicate time. Ask the child to create a story in which four of these words are used.

[ ] Finding Words in a Dictionary

During the third grade year, a child should learn how to alphabetize to the third letter of a word. Giving your child the list of words below, ask the child to alphabetize the words to the third letter only.

against agree ahead
abuse answer asparagus
aside avail avenue
avoid awake axiom

After reviewing alphabetization, provide dictionary practice for your child, using the following guidelines.

Dictionary - Words the dictionary (Webster’s) explains are called entry words. Taking a dictionary, point out some entry words to your child, reviewing the term used to describe these words. Now, point to one of the words in the upper corner of the dictionary. These words are called guide words. Giving your child three words that are used by him every day, have him look up the words, using the guide words in the upper corner. You will have to give him step-by-step instructions. Each entry in the dictionary contains information about a word. The word is listed in bold type and usually has dots between the syllables of the word. Beside the bold type, the word is spelled out phonetically and placed within parenthesis. An accent mark is placed on the syllable that is emphasized. Open the dictionary to a page, ask the child to read the guide words on the page, and then to read five of the entry words, pronouncing them correctly and placing emphasis on the correct syllable.
 GRADE 4

[ ] Narrative Writing

Narrative writing tells about something that happened. It often tells things in time order, or the order in which they happened. C.S. Lewis’ Chronicles of Narnia are written from a narrative perspective. They tell what happened and the order in which the events happened. If your child has not yet read The Chronicles of Narnia, begin to read them now. As this is more a reading assignment than that of grammar, assign it to reading, noting only that this type of writing is narrative writing.

[ ] Drawing Conclusions

When you draw a conclusion, you study details. These details can help you decide what a writer really means. To determine the meaning of the author, use the flow chart on page F89. Follow the instructions on pages F90-F91.

[ ] Review - Sequencing

Use signal words to keep events in a narrative in order. Signal words are first, then, next, later, then, and soon. Since this has already been studied at the third grade level, just review this material, being certain that the child is aware that sequencing is important to narrative writing. Notice the signal words used in The Chronicles of Narnia.
Skills Evaluation

For the Home School

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Table of Contents

Introduction 3
Evaluating Your Child’s Skills 5
Kindergarten 7
First Grade 31
Second Grade 54
Third Grade 73
Paragraph Writing Skills 78
Fourth Grade 95
Fifth Grade 113
Steps to Problem Solving 118
Sixth Grade 128
Glossary Of Terms 140
Introduction

Skills Evaluation For The Home School is written for the home-educating parent. It is designed to help the parent determine the skill level of each child, to be able to successfully fit curriculum for the child, and to target areas which need improvement. While skills are listed by grade level, it is not intended that a specific age accompany the indicated skills, as each child develops at his or her own rate, building one skill upon another.

Skills Evaluation For The Home School is a framework. It differs from a traditional scope and sequence, in that, while a scope and sequence details the subject areas to be taught within a year, a framework details the degree to which each subject is taught. Therefore it is of utmost importance that the framework be consulted throughout the school year.

To use this framework, begin with the skill level two grades before where you now have your child working. Read the information in each grade level up to the current grade level. This is suggested for two reasons. First, many definitions are included in the early years which are important for you to understand. Secondly, it is not uncommon for the child to have missed some of the finer points which are important for a continued learning process. Place a check mark in the box beside each skill level after the child has accomplished that skill. Various colored markers can be used to indicate each child within the family. If desired, the year the skill was accomplished may be written in the margin.

It is suggested that the skill level of the child be checked at least three times each year. The skill level should be checked before school begins to aid in determining materials needed. The skill level should be rechecked in the middle of the year, with the teacher noting skills which still need to be acquired. Lessons may then be planned to cover the areas which are lacking. The skill level should again be checked at the end of the school year to determine if the child has acquired the necessary skills.

While skills are listed by grade level, a complete grade level need not necessarily be accomplished within a school year. Should you choose, you may select specific skills to be learned at a later date. If you do so, plans should be made for a specific time to teach such skills. In choosing to delay a specific skill, be cautious of skill progression. Do not expect the child to perform a skill for which you have not previously laid the foundation. You may wish to clearly mark the area on which you have chosen to delay teaching to serve as a reminder of future priorities.

A Glossary of Terms (page 140) is included to provide understanding of the terminology of education. In addition, an outline of paragraphing skills (page 78) and problem solving skills (page 118) have been added to aid the parent in understanding the goals for each area. Each grade level contains a preface describing the various growth stages of the child of this grade level. Your child may vary from this general description.

A wise parent will continually remember that there is an optimum time to teach every subject and skill. Undue pressure to obtain a skill goal should not be placed upon the child. Steady, consistent teaching of a subject will build the skill level and produce an adequate understanding of the materials. In the home school, teaching is more effectively accomplished by relationship, rather than a list of “how to.” Therefore, it is important that the teacher, while keeping the skill needed in mind, create a relaxed and supportive atmosphere wherein the child can easily learn.

As with any teaching aid, Skills Evaluation for the Home School has been designed to be used by the teacher according to the teacher’s needs. Do not become overwhelmed when viewing the requirements for a grade level. In home education, as in every other aspect of life, the old Chinese proverb holds true: The journey of a thousand miles begins with one single step. While taking the first step may be hard, the presence of the Lord will be obvious in that, and every other step you take. It is, after all, a matter of trust in Him that He can meet the needs of your home school - even the academic needs.

Evaluating Your Child’s Skill

The concepts listed in the following skills evaluation are educational goals for each grade level as indicated. This framework serves to give the teacher a goal and an understanding of what the child should be accomplishing, and somewhat serves as a comparison guide.

It is important to note that each grade listing is indicative of a skill level and not of an age. Not all children will be at the indicated level in each area. This listing serves only as a guide to the teacher. It is not a final and complete analysis of your child.

To use this guide, locate the skill level your child is now. Review all previous levels to be certain that the child has completed prerequisite requirements, since each grade builds upon another, and many definitions are explained when they are first presented. In the box at the left of the skill, place a checkmark when the skill has been acquired. A different colored marker is suggested for each child of the family. If desired, you may indicate the year the skill was acquired in the left margin. In the event you plan to pass a skill and teach it at a later date, the skill should be indicated as such.

In education, subjects are often introduced and discussed for years before mastery is expected or emphasis is placed upon them. As might be expected, the lower grade levels (Grades 1 - 3) mainly introduce subjects to the student, and very little mastery is suggested. However, beginning in the Fourth Grade, the child is expected to master more of the concepts earlier presented, and by Sixth Grade, the child is completing the mastery of most subjects.

Special attention should be given to the words introduce and master. Introduction to a subject includes only the basic information on the subject. Mastery of the subject infers a complete understanding of the basic facts of the subject, the ability to discuss the subject intelligently, and the capability of applying knowledge of the subject to life situations.

The short amount of time spent in gaining an understanding of the needs of the various grade levels that apply to your school will pay rich dividends in the educating of your child. You will be able to be in control, with a distinct knowledge of applicable goals. This knowledge will aid in determining the materials you buy for your school, and in addition pay the side dividend of a healthy pride about yourself as a teacher. It will combat one of the most common causes of depression in the home school, that of lack of self-esteem concerning our true performance as a teacher.

The assessment of skill level should be completed at least three times each year. We suggest you assess your child’s skill level before purchasing or planning the school year, during the school year so that progress is noted, and after the school year to determine the strengths and weaknesses of the child. When a need is noted, add that goal to your lesson plans. In this way, the child can be assured an adequate education.
The Kindergarten Child

A child at the Kindergarten level is a culmination of the learning processes which have already occurred within the home. The most important part of the child’s life is the time before school starts. Since the relationship developed in the early years will be the basis of the learning relationship you and your child build, emphasis should be placed on the parent/child relationship previous to the entrance into formal schooling. Mistakes or omissions in developmental progression can be helped later, but at a greater cost in time and effort than if the child had healthy growth patterns from the beginning.

Learning in the home is built upon what has already been learned. The experiences your child has already had will be the core around which all new learning will center. Since you have been an integral part of the experiences the child has had, you will be able to help the child recall those experiences upon which you wish to base new learning.

Learning attempts should continue to be enjoyable during the Kindergarten year, with very little stress placed on formal academics. This does not indicate that the teacher does not have a plan by which to educate the child, but rather that the environment of the home is such that it is in accordance with how the child best learns.

Young children naturally view the world as a whole. They do not see a separation of subjects. Everything the child sees, hears, or touches, becomes an integral part of the child. With this in mind, the most effective education is that which incorporates subject materials into the world of the child on a natural level. Integrated subjects are excellent for the Kindergarten child. The school day should be relaxed, with an unhurried pace, and with the subjects so interrelated that in retrospect, it would be hard for even the teacher to distinguish the difference between subject matter. Distinct scheduling should not occur, but a routine of the day is a must. This routine needs to be flexible, accommodating your needs as a parent, as well as the needs of the child. Social pressures to teach your child reading or writing should be ignored, with emphasis placed on the readiness of the child to perform these skills. The general goal during this year is to introduce your child to the subjects. Mastery of any subject is not required. In a manner of speaking, you are simply hanging hooks from which to hang more information in the coming years.

The Kindergarten curriculum you choose should incorporate hands-on experience, much verbalization, and an in-depth usage of the five senses. Since much of the child’s learning comes through play, play time should be provided in the presentation of new facts as well as in the day’s routine. Play is the way the child explores life without fear of failure. When the child is playing there should be no pressure from an authority figure. Play should be fun. It may be somewhat intense, but it can be stopped at any time. Through play the child learns to get along with other people, learns about their own likes and dislikes, learns new physical skills, learns about the world around them, and learns how to think and learn. You will notice that the experiences you have with your child will later be integrated into their play. When this step has occurred, the child has internalized the lesson.

Your home should contain a creativity center. This center should provide the child with the instant availability of blocks, beads, balls, paint, clay, dough, books, paper, scissors, glue, musical instruments, nature products, stickers and other craft supplies. The area should be available to the child at all times, with low requirements for neatness. This type of an area is essential for the natural creative talent of the child to emerge. The child will automatically develop a sense of art if he is given freedom to create. This area will also become a form of play for the child, and therein a form of review and integration of what you teach.

The Kindergarten child should be exposed to very little competition. Avoid such sports as Little League or other activities in which the child can easily lose. Do not compare the child with other family members, but rather praise the child for his individuality and personal success.

Exploration is a key phrase in the Kindergarten year. Special emphasis should be placed upon the child paying attention. Games and other fun activities can reinforce this need. Attention span will vary with each child, depending upon his personal level of development. Plan activities that are within the attention range of the child, gradually increasing the time span of the activities until the child pays attention with ease.

Kindergarten

The following skills indicate a level of capability which the child should have obtained by the end of the Kindergarten year. The assessment of the following skills are not given to indicate a specific age, as each child develops at his or her own pace. The skills are given for the benefit of the teacher in assessing the level of the child. This assessment is beneficial in determining the level of materials to be purchased for the home school. Many of the skills listed in the Kindergarten level are cumulative, skills which the child has accumulated through living experiences previous to the entrance of formal schooling.

Kindergarten Language Arts

Auditory skills must be completed before the child is ready to read. The following list is an indication of the child’s reading readiness. It is extremely important that the child has developed these abilities. Should the child be encouraged to read previous to the acquisition of these skills, problems will arise in reading, writing, or arithmetic at a later date.

- After having been told a simple story and given pictures which illustrate that story, the child can select pictures to represent the who, what, and where of the story, and can locate objects under, on, before, and after.
- Given a pictorial series, the child can identify objects that are first, middle, and last, and can relate pictures that are the same or different.
- Using pictures, the child can identify daytime and nighttime.
- When in a group situation the child can follow simple one-step directions. (This is an area that needs special attention in the home school situation. Observe the child when he/she is in a group and is not aware that you are there.)
- With the use of pictures, the child can recognize simple opposites such as up-down or short-tall.
- The child can identify a picture that would show the simple conclusion to an oral story. Example: “What did the monkey do?”
- The child can identify the following sounds:
  - A sound that is familiar to an outdoor setting such as the sound of a bird
  - A sound that is from a familiar animal
  - A sound that is familiar in an indoor setting
  - A sound of a musical instrument, such as a piano
Kindergarten Social Studies

During the Kindergarten year, many social skills are introduced. Some are explained, but rarely are any mastered. Your goal during this year is to simply acquaint your child with the following subjects, the fact that they exist, and nominal information on each. An asterisk following a sentence indicates that the subject materials should be introduced and lightly developed with the child. If an asterisk does not appear, the child should only be exposed to the materials at hand.

[ ] The child can exchange ideas on a specific topic.*

[ ] The child receives directions.

[ ] The child develops the ability to acquire information from pictures, observations, and people.*

[ ] The child has gained the ability to observe and explain content from a picture.*

[ ] The child can compare information from several different or similar pictures.

[ ] The child can relate words and phrases to pictorial content.

[ ] The child has gained the ability to submit information for a graph or chart.

[ ] The child can place chronological facts and events in sequential order.

[ ] The child can prepare a time-line from given information, assuming that he has been given a time-line form and directions on how to complete it.

[ ] The child can identify the globe as a model of the earth.*

[ ] The child can identify land and bodies of water on the globe.

[ ] The child recognizes and applies map and globe concepts such as location, direction, and a classroom map. For example, the child should be able to point out to the parent a previously learned location, if this location is above, below, or beside a body of water or other distinction on the map. When given a map of your home, child should be able to indicate in which rooms the Bible lessons are completed.*

[ ] The child can draw a map for a specific purpose.* This need not be in great detail. A simple flat map of the child’s room is sufficient.

[ ] The child gains the ability to classify materials and pictures.* Given the description of a bird, the child can choose bird pictures from a combination of bird, cat, and snake pictures.

Kindergarten Science

In the field of Science, materials which need to be presented and developed will be marked with an asterisk following the sentence. Sentences without the asterisk will indicate only exposure to the subject.

[ ] The child understands that science is concerned with how and why natural phenomena (events stemming from the Creator) occur.

[ ] The child learns that the five senses are used in investigations and experiments.*

[ ] The child learns that living organisms and nonliving organisms are different.

[ ] The child learns that living things are interdependent, and all things are dependent upon God.*

[ ] The child learns that organisms are classified according to similarities in characteristics. For example, all birds have a bill and feathers.

[ ] The child understands that every species has a life cycle and a pattern of development.*

[ ] The child understands that changes occur.* This is best illustrated in the fact that the child himself no longer is the same as he was when he was a baby. He has changed.

[ ] The child understands that the sun affects us on a daily, seasonal, and annual basis.*

[ ] The child understands that there is a pattern to our universe.* The fact that the sun is the center of our solar system is sufficient.

[ ] The child understands that the conditions of life are affected by available sunlight.*

[ ] The child learns that the sun is the source of energy for life on earth, and that God made the sun.

[ ] The child learns that the energy which comes from the sun can be easily converted into other forms of energy.

[ ] The child understands that light and matter interact in various ways.

[ ] The child can use simple measurements, such as an inch and a foot.*

[ ] The child can suggest possible reasons as to why events have taken place.

[ ] The child can organize collected materials.* For example, when gathering leaves, the child can organize the leaves according to large and small sizes.
**Kindergarten Arithmetic**

Skills that are to be mastered during the Kindergarten year are indicated by an asterisk (*) following the stated skill. All other skills listed are considered enrichment, and may be taught, but should not necessarily be expected to be mastered.

- [ ] The child can count by rote (by memory) to 10.*
- [ ] The child can count collections of objects to 10.*
- [ ] The child recognizes numbers 0 to 10.*
- [ ] The child can write the numbers for sets of objects.*
- [ ] The child can write numbers in sequence to 10.*
- [ ] The child can compare two groups by size to explain the concept of more than and less than.*
- [ ] The child uses the terms first, second, third, fourth, and fifth when describing placement of objects.
- [ ] The child can count by rote to 100.
- [ ] The child can count sets of objects greater than 10.
- [ ] The child can orally continue a given sequence to 100.
- [ ] The child understands how to put two sets of objects together using real items, manipulatives, or illustrations.
- [ ] The child can join two groups of objects and identify the number of objects altogether using sums to 5, in real items, manipulatives, and illustrations.*
- [ ] The child understands the concept of separating a subset from an equal or larger set, using real items, manipulatives, and illustrations.
- [ ] The child can separate a group from a set of objects and identify the number of objects remaining.
- [ ] The child can use manipulatives to represent a given number sentence.
- [ ] The child can recognize a whole or whole set.
- [ ] The child recognizes half of real objects, such as, one half of an apple.*

**Kindergarten Health**

Kindergarten health is easily taught in the home. The majority of the following can be taught in the routine of the day. Your child does not need to be aware of the fact that the subject of health is being taught, but rather only that good health practices are a normal part of living.

Subjects to be discussed:

- [ ] The *why* of good health habits (This is taught as you teach the habit.)
- [ ] Feelings of acceptance
- [ ] How rest and sleep affect the child
- [ ] The need for relaxation
- [ ] Correct posture
- [ ] The wearing of correct shoes and clothing for weather needs
- [ ] The need for regular dental checkups
- [ ] Protection of the eyes, ears and nose
- [ ] How to carry sharp objects
- [ ] The role of family members
- [ ] The life cycle of humans
- [ ] Values of parenting
- [ ] Nutrition
- [ ] Cleanliness around food
The First Grade year is very important as it is in this year that most academic concepts are introduced. A good start is important to your child, but the child should not be hurried into skill levels above his capabilities.

Developmentally, the emphasis is placed upon *initiative*. The child still needs to have an active style of learning. Time should be given for play and fantasy. The First Grade child will have many questions. While this may get tiring for the parent, the parent should be available and willing to answer all the questions the child presents.

Plan each lesson for the success of the child. First graders automatically begin to feel guilty if they do not reach their own expectation. Curriculum should contain an activity oriented approach, with limited seat work. Achievements should be praised highly, and weaknesses gently corrected.

The First Grade child cannot easily make choices. Life generally centers around himself, and he is usually very rigid in his expectations. You may notice a difference in the child’s acceptance of the mother at this time. It is not uncommon for the mother to take the blame for much of what the child views as wrong in his world. Avoid incidents of potential conflict, if possible, yet do not ignore areas of character development that may need to be corrected. Toward the end of the First Grade year, you may notice the child withdrawing somewhat. This is a common occurrence. Mood swings and complaining accompany this period. Occasional days off from school due to mood swings may be needed, and should not be considered a failure.

Overall, the First Grade year should be delightful and fun. Lower your expectations of the child to fit his capabilities. Since children mature at individual levels, avoid comparison of the child to other children.

The following concepts are required of the child during the First Grade year. The requirements are listed according to the *level* of the child, and not the child’s age.

**First Grade Language Arts**

**Auditory**

- The child can name the location of a sound in a word. For example, if asked to locate the short *o* sound in the word *frog*, the child locates the sound as the third letter from the beginning of the word.
- The child can name the location of differences in sounds within a word. For example, if given the word *hog*, the child can relate the fact that the *h* sound is at the beginning of the word, and the *g* sound is at the end of the word.
- The child can repeat, in sequence, a set of 4 or 5 digits heard orally. For example, if given the sequence 25738, the child can repeat 25738.
- The child can correctly repeat four unrelated words in order, such as, *cow, ruler, dress,* and *lotion*.
- The child can correctly unscramble a sentence that contains more than six syllables. (Example: Will go I very soon?)
- The child can repeat a sentence containing 18 syllables. For example, “I saw a wonderful movie on television last Saturday night.”
- The child can predict and state four or more events in sequence from an orally presented story. For example, having been told the story of David and Goliath, the child could sequence the events of the story and make an educated guess as to the outcome of the story.
- The child can supply more than one missing word from a phrase or sentence. For example, given the sentence “The _____ will grow best in _______”, the child can fill in the blanks.

**Phonics Blending**

- The child can blend a one-syllable word which has been separated into three parts. (Example: d-o-g)
- The child can blend a two-syllable word separated into four parts. (Example: a-n-sw-er)
- The child can blend a three-syllable word separated by hyphens. (Example: vid-e-o)
- The child can blend a four-syllable word separated by hyphens. (Example: tel-e-vi-sion)
First Grade Social Studies

[ ] The child is capable of exchanging ideas on a specific subject. He can state his opinion or someone else’s opinion on a subject.

[ ] The child can expand word meanings. For example, given the word *miracle*, and the meaning for the word, the child can relate a situation wherein a *miracle* occurred.

[ ] The child can locate pertinent information from story/picture books.

[ ] The child has been introduced to the use of an index within a book.

[ ] The child can compare information from several different or similar pictures.

[ ] The child can relate words or phrases to pictorial content.

[ ] The child can relate pictorial content to main ideas and supporting details.

[ ] The child can classify information individually collected. For example, when collecting various seeds, the child can classify the seeds according to the location of the seed within the fruit or pod (i.e. inside, or outside the fruit or pod).

[ ] The child can submit information for classroom charts, tables, and graphs. For example, when graphing the temperature of the day, the child can relate the temperature for recording purposes.

[ ] The child can read, identify, and explain information contained in various chart materials (simple charts).

[ ] The child sequentially places chronological facts and events.

[ ] The child can prepare from a time line given information or individually researched information.

[ ] In map making, the child is capable of providing a definition of a map.

[ ] The child is capable of applying map and globe concepts in area and region (such as the area of the United States where the child lives), boundary and territory (such as the boundary of the state in which the child lives), and North and South Poles.

[ ] The child is capable of identifying, describing, and using the title of a map.

[ ] The child can identify, describe, and read a classroom map (or a map of your home).

[ ] The child is introduced to resource/product maps, transportation maps, vegetation maps, and historical maps.

First Grade Science

[ ] The child becomes aware that Science is concerned with how and why natural phenomena occur and function. For example, when discussing the subject of ants, the child could relate that *how* the ant is made, and *why* it behaves as it does is considered *Science*. Note: The total separation of Science as a subject is not essential to the home school, however, society dictates that some separation be made.

[ ] The child is aware that scientific inquiry is used in investigations and experiments, and that scientific inquiry consists of the use of the five senses.

[ ] The child knows that living things are interdependent.

[ ] The child learns that organisms may be classified by similarities and differences in characteristics. (Example: Mammals are warmblooded, have body hair, and give birth to live babies.)

[ ] The child learns that every species has a life cycle in which the same pattern of development is repeated from generation to generation.

[ ] The child is introduced to the fact that environment affects the survival of life. For example, during the Flood, the environment affected the survival of life. Today, the extreme cold of the North Pole affects the survival of life in that region. Those animals that were not created to live in that area cannot survive.

[ ] The child is introduced to the fact that living things capture matter and energy from the environment and return them to the environment. (Example: A tree absorbs and stores sunlight. When we burn wood, the sunlight (energy) escapes back into the environment.)

[ ] The child is introduced to, and begins mastery of, the fact that temperature and pressure determine in which state of matter a substance will be found in. (Example: differences between water and ice at different temperatures.)

[ ] The child is introduced to the fact that a physical change is a change in the size, shape, or state of matter.

[ ] The child is introduced to the fact that energy must be applied to do work. For example, the child must expend energy if his room will be cleaned. The room does not become clean on its own.

[ ] The child masters the concept that there is a relationship between the earth and the sun to affect our daily, seasonal, and annual changes in the environment.

[ ] The child learns that there is a continuous interaction between matter and energy throughout the universe. (Example: God’s faithfulness continues for all generations. Therefore the sun continues to rise. God is the source of all energy.)
**First Grade Arithmetic**

The First Grade child is introduced to many number concepts throughout the year. Only those which are followed by an asterisk (*) are to be mastered during the First Grade year. Skills listed previous to a skill indicated by an asterisk are skills which are prerequisite to the skill to be mastered.

- The child uses ordinal (numbers from 1 - 10) numbers up to 10.
- The child counts by rote to 100.
- The child can count sets of objects greater than 10.
- The child can orally continue a given sequence to 100.
- The child can write two-digit numbers for sets of objects greater than 10.
- The child writes numbers in sequence to 100.
- The child can continue to write a given sequence to 100.*
- The child can write missing numbers in a given sequence to 100.
- The child can compare numbers to explain more than and less than for two-digit numbers.*
- The child can use symbols for “is greater than” (>), “is less than” (<), and “is equal to” (=).
- The child can count by tens to 100.
- The child can arrange objects in groups of 10 to 100.
- The child can count objects by tens to 100.
- The child can write the number of groups of 10.
- The child can identify the number of tens and can give the number in standard form.
- The child can arrange objects in groups of tens and ones to 100.
- The child can count objects by tens and ones to 100.
- The child can write the number of groups of tens and ones.

**First Grade Health**

- The child can describe his own feelings when well, and relates symptoms which indicate illness.
- The child relates personal health habits which contribute to different levels of wellness. For example, if the child were to only eat sugar products he would not only be sick, but _______(his teeth would decay_______).
- The child can discuss his feelings of acceptance toward self, and others with handicaps, and can list a wide range of disabling conditions.
- The child follows a regular routine of adequate physical activity, rest, and sleep.
- The child begins to relate the increase of activity to the increase of pulse and breathing rates.
- The child can effectively relate how rest and sleep affect performance.
- The child identifies various forms of activities that may be relaxing.
- The child participates in activities that will strengthen the body and aid in correct posture.
- The child takes pride in sitting, standing, and walking correctly.
- The child relates clean, healthy teeth to a pleasant self-image, and brushes teeth following eating when possible.
- The child avoids pressure habits on teeth, such as resting face on hands, or thumb sucking, and protects teeth from injury.
- The child recognizes the need for regular dental care.
- The child protects ears and eyes from injury.
- The child recognizes the roles of family members.
- The child can illustrate ways to cooperate with other family members.
- The child recognizes authority.
- The child can illustrate the life cycle of a plant or animal.
- The child expresses feeling about what “growing up” means.
Second Grade

The Second Grade child is emotionally more stable than a First Grade child. He generally feels content as a person and is very demonstrative of his/her affection. This development in the child also has a backlash in that the child is also very expressive about feelings of fear or anger.

Since the Second Grade child is very creative, the curriculum chosen for this year should be creative in its presentation of materials. Avoid excessive seat work, although the child is now capable of more time spent in workbook exercises (maximum 3 pages per day), if they are interspersed with activity.

You will notice a difference in the child’s mental abilities this year, as he/she begins to apply logic to specific problems. A relationship is drawn between the part-whole concept and the child is capable of deductive reasoning. However, the ability to reason deductively is not consistent. At one time the child may easily draw a conclusion, at another be totally incapable of doing so. Verbal problem-solving is generally not yet acquired, but can begin to be developed by asking the child to verbally tell you what he/she is thinking.

The Second Grade child is very industrious. They need ample time to make, do, and build things. Provide the adequate time to finish a product, relying on the child’s sense of time, rather than yours. The Second Grader can easily feel inferior if the emphasis is placed on the mess he has made, an extremely neat room is required, or if a clean house is a priority. At the same time, the Second Grader is capable of many tasks about the home, and should be given a fair share of work to increase self-esteem.

The Second Grader may indicate a desire to watch extensive TV, or listen unendingly to music. Provide the child with Christian music tapes, recordings of the Bible, and a Bible to read which is adequate to their reading level. Free access to a tape recorder will encourage the child’s auditory and memory skills. Limit the types of programming allowed to be seen on TV or video. If allowed at all, games such as Nintendo should be limited, with games such as Sorry, Trouble, Monopoly and Chess encouraged.

The Second Grader may develop a dramatic flair during this year. He or she may demand a close loving relationship, especially to his/her mother. Since the child of this age tends to place too high of expectation on himself, you will need to protect him from trying to do too much, and from excessive criticism of self. When possible, the child’s mother should take advantage of every opportunity to create a close relationship with the child.

Second Grade Language Arts

Phonetic analysis

In phonetic analysis, the child can...

- Match pictures, and say words that begin with the written blend symbol of three initial consonants. (Example: str, spr, scr, chr, sch, spl, squ, thr)
- Select, write, and say the initial blend symbol which begins an orally pronounced word. For example, after hearing the word spring, the child could relate that spr is the beginning blend symbol for the word spring.
- Identify, make the sound of, match pictures to, select, write, and say final blends. (Example: nt, nd, nk, ld, lt, rd, ft, sk, st).
- Associate correct sound with silent consonant symbol. (Example: kn, wr, gn, ps, pn, pt, gh, mb)
- Match written words to pictures, select symbol for, write, and say correct digraph when decoding. (Example: sh, th, ch, wh)
- Read and say new words by applying the long and short vowel rules.
- Blend, write a word, match the sound, and use diacritical marks to show sounds of vowel digraphs. (Example: ai, oa, ea, ee, ie, ay, ue, au, ei, ou.)
- Select, say, mark, and pronounce words that contain diphthong symbols (For example, oi, oy, ou, ew, ow.) Diphthong symbols are those which represent a complex sound which is made by gliding continuously from the position of one vowel to that of another within the same syllable. Diphthongs may be in the beginning of a word, such as in the word oyster, in the middle of a word, such as in the word royal, or at the end of the word, such as in the word decoy. Diphthongs are generally taught by separate rules in phonic curriculum.
- Identify, match, mark, and read words with ar, or, ir, ur, er, aw, ow, and vowels followed by l.
- Provide sound for, state rules for, classify, and read consonant variant rules as listed below.
  a. When i, e, or y follow c or g, the soft sound is used.
  b. When a, o, or u, follow c or g, the hard sound is used.
  c. When s occurs in the middle or at the end of a word, it may make the z sound.
- Hear and identify orally the two separate words in a compound word.
Second Grade Social Studies

[ ] The child has mastered the ability to exchange ideas on a specific topic.

[ ] The child masters the ability to acquire information from pictures, charts, direct observation, and people.

[ ] The child is introduced to locating information from a newspaper.

[ ] The child masters the ability to observe and explain content from a picture.

[ ] The child begins to interpret charts, tables, graphs, diagrams, and timelines by making lists under specific headings.

[ ] The child begins to identify various physical and man-made features illustrated on a map.

[ ] The child recognizes and applies map and globe concepts in terms of area/region, distance, seasons, and equator.

[ ] The child is introduced to identification, description, and uses of the title, legend, compass, scale, and grid of a map.

[ ] The child can identify and read a community, resource, transportation, political and physical map.

[ ] The child can construct a map for a specific purpose.

[ ] The child can classify objects, pictures, and words according to category.

[ ] The child masters the ability to sequence pictures.

[ ] The child begins to recount factual versions of an event.

[ ] The child masters the ability to prepare oral and written signs, captions, and labels.

[ ] The child can answer questions related to a unit of study.

[ ] The child summarizes information given by paraphrasing information orally, and choosing the best title for a picture or story.

[ ] The child predicts the outcome of a particular behavior.

[ ] The child applies information to new situations.

Second Grade Science

[ ] The child masters the knowledge that science is concerned with how and why natural phenomena occur and function.

[ ] The child masters the fact that scientific inquiry is used in investigations and experiments.

[ ] There is emphasis placed on the fact that there are characteristics which distinguish living from nonliving organisms.

[ ] There is emphasis placed on the fact that every species has a life cycle in which the same pattern of development is repeated from generation to generation.

[ ] There is a mastery of the fact that living things capture matter and energy from the environment and return them to the environment.

[ ] There is a mastery of the knowledge that organisms affect the environment.

[ ] There is an emphasis on the fact that each kind of matter may be identified and classified by its characteristic physical and chemical properties.

[ ] The child is introduced to the knowledge that there are various kinds of energy and that energy may be changed from one form to another.

[ ] The child masters the fact that there are many kinds of objects in space.

[ ] The child is introduced to the fact that the moon is a natural satellite of the earth.

[ ] The child is aware that conditions for life are affected by available sunlight.

[ ] The child is aware that the amounts of the sun’s energy absorbed by land, water, and air affect weather and climate.

[ ] The child is aware that systems have specific properties, functions, and boundaries.

[ ] The child develops the ability to explore, observe, and examine objects using a combination of senses.

[ ] The child is introduced to, and masters, the ability to gather and interpret data by using the appropriate instruments to aid the senses in making observations.

[ ] The child begins to predict and draw inferences from data.

[ ] The child masters the ability to recognize the difference between fact and hypothesis.

[ ] The child designs simple investigations to support or refute an hypothesis.
Second Grade Arithmetic

Skills which are to be mastered within the Second Grade year are indicated by an asterisk (*) following the designated skill.

[ ] The child can relate ten groups of ten with 100.
[ ] The child can count by hundreds to 900.
[ ] The child can write the number of groups of hundreds.
[ ] The child can identify the number of hundreds and give the number in standard form.
[ ] The child can identify the number of hundreds, tens, and ones and can write the standard form for a number less than 1000.
[ ] The child can identify the place value given a three digit number.*
[ ] The child can write a sequence given a starting number greater than 100.
[ ] The child can write missing numbers in a given sequence greater than 100.
[ ] The child can regroup two-digit numbers for addition and subtraction.
[ ] The child can write an expanded notation to represent numbers 10 - 99.
[ ] The child can write a standard notation for numbers expressed in expanded notation.
[ ] The child can write numbers 100 more and 100 less than a given number.
[ ] The child can add any two one-digit numbers with sums 11 - 18.*
[ ] The child can recall facts to 18.
[ ] The child can add a column of three or more addends, with no regrouping, with sums to 18.
[ ] The child can recall and write number sentences that belong to a family of facts to 18.
[ ] The child can add two-digit to one-digit numbers, regrouping ones to tens.
[ ] The child can add two-digit to two-digit numbers, regrouping ones to tens.
[ ] The child can add three two-digit numbers, regrouping ones to tens.
[ ] The child can add two or three-digit numbers, regrouping ones to tens.*

Second Grade Health

[ ] The child masters the routines of good activity, rest, and sleep to promote optimum health.
[ ] The child relates increased physical activity to the increase of the pulse and breathing rates.
[ ] The child masters good oral health practices.
[ ] The child protects his vision and hearing with good practices.
[ ] The child relates the contributions of the family to promoting the health of its members and the community.
[ ] The child recognizes that the life cycle includes growth, development, and the aging process that ends in death.
[ ] The child masters the ability to choose appropriate food for optimum growth and health.
[ ] The child compares effects of foods on performance and behavior, and compares similar and different foods of various ethnic groups.
[ ] The child identifies people who grow and prepare foods.
[ ] The child explains the roles of people who produce, process, market, and prepare foods.
[ ] The child evaluates the usefulness of words and pictures on food packages.
[ ] The child illustrates practices of cleanliness in handling and storing foods, and identifies situations in the home which affect the cleanliness, safety, and quality of foods.
[ ] The child relates ways that increase self-worth.
[ ] The child masters the ability to tell about his feelings.
[ ] The child recognizes the attributes and contributions of members of various ethnic groups.
[ ] The child can relate what may be done to feel better when something frustrating or stressful happens.
[ ] The child explains ways in which family members may help each other.
[ ] The child can describe choices that helped other persons feel better.
[ ] The child identifies non-food substances that may be harmful to health and where they are in their environment.
Third Grade

The Third Grade child continues the development of reasoning and emotional stages described in the Second Grade level. The child is generally self-contained and self-sufficient. A Third Grade child may become extremely bossy and independent.

Since friends' opinions begin to take precedence over that of the family at this age, the friends of the child should be carefully culled. The child should be involved in the choice or selection of friends, with parental guidance lessening as the child shows consistency in adequate choices.

It is important that the child feel a sense of power and ability at this age. Competence at a task is extremely important to the child. Provide tasks that increase the child’s independence. Listen actively by looking at your child and asking questions that illustrate that you understand. Rules should be clear and concise. Discuss all rules of the family, indicating which rules are not negotiable. A clear system of rewards and consequences should be reaffirmed in the child’s mind.

The Third Grade child may change from being very concerned about self to being very unconcerned about self toward the end of the school year. When this change occurs, you can expect personal cleanliness to follow, at which point the child may need daily guidance to be certain he is caring for himself adequately.

Third Grade Language Arts

Motor Skills

[ ] The child reproduces cursive letters, both lower and upper case.
[ ] The child copies sentences in cursive form from a cursive model.
[ ] The child copies words in cursive form from a manuscript model.
[ ] The child copies sentences in cursive form from manuscript model.

Phonetic Word Identification

[ ] The child can visually identify words having silent consonants. (Example: knelt, known)
[ ] The child reads and writes words having silent consonants.
[ ] The child blends vowel sounds with consonants to read words containing vowel digraphs. Note: A digraph is a combination of two letters to represent one single sound, such as the word show. A vowel digraph is a combination of two vowels to represent one single sound, such as the word read.
[ ] The child completes words by writing in the appropriate digraph, and can match and use words in reading and writing. For example, in the word graphic the child could fill in the digraph ph for the f sound.
[ ] The child can identify the meaning of a compound word by analyzing the component words.
[ ] The child identifies the compound word in a group of words, writes a compound word from two separate words, and uses the compound words in oral and written sentences.
[ ] The child hears and identifies orally the two separate words in a hyphenated word.
[ ] The child separates a written hyphenated word into its two component words, and can form hyphenated words by matching component words.
[ ] The child identifies the meaning of a hyphenated word by analyzing the component words.
[ ] The child uses hyphenated words in oral and written sentences.
[ ] The child can state the component words from which a contraction is formed, and can state that the contraction is formed by component words. For example, given the word can’t, the child can state that can’t is a contraction for the words can not.
[ ] The child reads contractions and component words.
Third Grade Social Studies

[ ] The child listens to and receives directions and explanations and begins to master this concept.

[ ] The child is capable of writing simple business letters for information.

[ ] The child locates information pertinent to his study from textbooks and newspapers.

[ ] The child uses the author, title page, table of contents, chapter, and unit headings to find information needed from a book.

[ ] The child collects interesting facts on a selected topic and writes an explanation using them.

[ ] The child masters the ability to compare information from several different (or similar) pictures.

[ ] The child masters the ability to relate words and phrases to pictorial content.

[ ] The child can categorize given information on a chart, table, graph, diagram, or time line.

[ ] The child can classify information individually collected.

[ ] The child masters the ability to submit information for classroom charts, tables, and graphs.

[ ] The child places chronological facts and events in sequential order.

[ ] The child reads and explains information or message contained in various posters and simple cartoons.

[ ] The child analyzes and compares information contained in various graphic materials.

[ ] The child masters the ability to identify the globe as a model of the earth, and to provide a definition of a map.

[ ] The child compares sizes and shapes of land and water masses.

[ ] The child recognizes and applies map and globe concepts with terms such as distance and hemisphere.

[ ] The child identifies, describes, and uses the scale on a map to gather information.

[ ] The child masters the ability to describe and read a classroom map.

Third Grade Science

[ ] The child begins controlled experiments which differ from a random trial and error approach.

[ ] The child masters the distinction that living things are interdependent.

[ ] The child is introduced to the fact that a chemical change is a change in the molecular structure of matter.

[ ] The child is introduced to the fact that as the earth rotates on its axis, it revolves around the sun.

[ ] The child masters the fact that the sun is the source of energy for life on earth.

[ ] The child masters the fact that light and matter interact in various ways.

[ ] The child masters the fact that systems have specific properties, functions, and boundaries.

[ ] The child is introduced to the fact that a model may be designed to provide a possible explanation of how a system functions.

[ ] The child is aware that there may be one or more sub-systems within a system.

[ ] The child masters the fact that energy can be used to change matter from one state to another.

[ ] The child determines the need to repeat observations as a means of improving reliability and verifying data.

[ ] The child develops and uses various classifications systems.

[ ] The child organizes material in a sequential form.

[ ] The child begins to predict and draw inferences from data.

[ ] The child masters the ability to recognize the difference between facts and hypotheses.

[ ] The child masters the ability to summarize experiences and relates them to others.

[ ] The child masters the use of the metric and English systems effectively.

[ ] The child masters the ability to relate classification to everyday life situations.
Third Grade Arithmetic

[ ] The child can write numbers for 100 more and 100 less than a given number.

[ ] The child can identify and write ordinal numbers to ninety-ninth.

[ ] The child can write an expanded notation to represent numbers from 100 - 999.

[ ] The child can write a standard notation for numbers expressed in an expanded notation from 100 - 999.

[ ] The child can relate ten groups of 100 to 1000.

[ ] The child can count by ones, twos, fives, tens, and hundreds.

[ ] The child can identify the place value given a four-digit number.

[ ] The child can rename three or four-digit numbers in addition and subtraction.

[ ] The child can compare numbers less than 10,000 using >, <, and =.

[ ] The child can order numbers less than 10,000.

[ ] The child can write an expanded notation to represent a four-digit number.

[ ] The child can give and write the place value for any digit in a number through hundred thousands place.

[ ] The child can add two or three-digit numbers, regrouping ones to tens.

[ ] The child can add two-digit numbers or three-digit numbers, two regroupings required.

[ ] The child can add any two numbers with three or more regroupings.

[ ] The child can add three or more numbers with any number of regroupings.

[ ] The child can subtract a three digit number by a two- or three-digit number with two regroupings and one zero in the minuend.

[ ] The child can subtract a three-digit number from a two-digit or three-digit number with two regroupings and two zeros in the minuend.

[ ] The child can subtract two four-digit numbers with three regroupings.

[ ] The child can write the multiplication facts to 27.

Third Grade Health

[ ] The child masters the ability to tell how rest and sleep help one perform effectively.

[ ] The child masters the ability to perform in activities which help strengthen the body and contribute to correct posture.

[ ] The child learns to use dental floss for cleaning between teeth.

[ ] The child learns to discuss the protective role of fluorides in the water supply, and the use of topical fluoride.

[ ] The child masters the ability to care for eyes and ears in daily living.

[ ] The child masters the ability to relate the contributions of the family to promoting the health of its members and the community.

[ ] The child masters the ability to recognize authority, and concern of parents responsible for their children’s care.

[ ] The child is introduced to the identification of ways to resolve conflicts and show supportive and respectful attitudes toward family members, regardless of age.

[ ] The child is introduced to the recognition of changing attitudes of society toward roles of family members, and considers the change in relationship to The Word of God.

[ ] The child masters the ability to relate the life cycle of a plant or animal.

[ ] The child is introduced to the differences between traits that are inherited and those that are acquired.

[ ] The child masters the ability to tell about parenting behavior in animals.

[ ] The child masters the ability to relate foods eaten to health and growth.

[ ] The child masters the ability to contribute to happy family mealtimes with helpfulness, table manners, and acceptable conversation.

[ ] The child masters the ability to identify people who grow and prepare foods.

[ ] The child masters the ability to identify things which are liked or disliked, and attaches feelings of happiness, sadness, fear, or anger to each.

[ ] The child relates ways to get along with others, including authority figures.
Fourth Grade

The Fourth Grade child feels very competent and capable. He is generally able to solve problems, read for answers to questions, and explore the world in many ways.

Educationally, the child begins mastery of several facts. Research should be encouraged at this level, and sufficient training given to the child so that research becomes easy for him. Regular reasoning capabilities increase during this period of time, but may still be sketchy in some circumstances.

The Fourth Grade child may develop hobbies and interests, but will generally be unwilling to complete them. Exploration of many different areas of interest should be encouraged, and support given for those the child is interested in currently.

Interaction with as many parts of the world as possible should occur this year. Provide varied learning experiences, stressing the doing of learning. Field Trips are an essential ingredient during this period of time.

Curriculum should contain activities which will provide for a variety of interest. Activity-oriented curriculum is still a must, although the child can now spend more time in independent research, and will comply to seat work more readily.

The child may become very unconcerned about self and personal appearance during this year. The child should develop a strong relationship with the father during this period of time. The father’s role should be very supportive, with corrections taking a positive form, especially for girls of this level.

Be aware of physical changes during the Fourth Grade year. Girls will have some interest in boys, but generally will be very matter of fact and unromantic.

Boys will be very “mother-attached”, accepting the mother as the final authority with ease. Girls’ relationships to the mother will be very secretive, with confidences easily shared.

Fourth Grade Language Arts

[] The child can match component words with the correctly written contraction, such as: we are - we’re, I have - I’ve, they are - they’re, they have - they’ve, I would - I’d, he would - he’d, she would - she’d, we would - we’d, you are - you’re, there is - there’s, it is - it’s, you have - you’ve, they would - they’d.

[] The child can identify a root word with a prefix, suffix, or both.

[] The child can use inflectional forms of verbs in context, can write the correct form of regular verbs, and can write the root word for verbs written with inflectional endings. Note: An inflectional form of a verb relates a grammatical relationship such as number, case, gender, or tense. An example of an inflectional form of a verb is *shipped,* or *ships.* The child should be capable of writing the correct form of the word within a sentence (the tense), and delineate the root word from the suffix.

[] The child defines comparative affixes as *er* or *est* added to an adjective to indicate a higher and greater degree. The rules for comparatives are as follows:

a. Drop the final *e* to add *er,* *est*
b. Double final consonant to add *er,* *est*
c. Change *y* to *i* to add *er,* *est*
d. Use *er* when comparing two, use *est* when comparing three or more

[] The child can match the root form to comparative form, pronounce the words, add *er* or *est* to the root words ending in consonants, add *er* or *est* to root words ending in vowels, and write and use in sentences the root words having comparative endings.

[] The child can write the possessive form of nouns and pronouns.

[] The child identifies the vocal stress patterns of syllables within a word. For example, in the word *won-der-ful,* the child can identify the vocal stress pattern of the illustrated capitalized syllable, WON-der-ful.

[] The child can select a synonym for a given word from alternatives, can match written synonym pairs, can substitute a synonym for a given word without alternatives, and can write a synonym for a designated word without altering the meaning of the word.

[] The child can state the meaning of homonym, can match written homonym pairs, and state the meanings of homonym pairs.

[] The child identifies words that have the same spelling but differ in meaning and pronunciation as being homographs.
**Fourth Grade Social Studies**

[ ] The child begins to listen to receive directions and explanations, and to identify a problem.

[ ] The child masters the ability to use the author’s name, title page, table of contents and index to find information.

[ ] The child masters the ability to relate pictorial content to main ideas and supporting ideas.

[ ] The child masters the ability to make lists under specific headings in interpreting a chart, table, graph, diagram, or time line.

[ ] The child begins to learn to read a time line. Note: The reading of the time-line is in detail.

[ ] The child masters the ability to apply map concepts to an area, region, or the North and South Poles.

[ ] In map concepts, the child is introduced to the rotation, orbit, and axis of the earth; degree, latitude and longitude, and international date lines.

[ ] The child is able to identify, describe, and use the legend of a map.

[ ] The child is introduced to using the scale and color scheme of a map, and can compare maps of different areas.

[ ] The child masters the ability to identify and describe a neighborhood map.

[ ] The child is introduced to reading maps containing vegetation, population, weather, climate, and historical facts.

[ ] The child begins to compute the distance between points using a mileage scale.

[ ] The child masters the ability to place personal experiences on a time line.

[ ] The child can recount with mastery a factual version of an event.

[ ] The child can memorize pertinent songs and poems relating to a study topic.

[ ] The child masters the ability to prepare oral and written communication in answer to questions related to a unit of study.

[ ] The child is introduced to the use of forming paragraphs on opinion or to support a point of view.

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**Fourth Grade Science**

[ ] The child masters an understanding that the cell is the microscopic unit of structure basic to most living organisms.

[ ] The child is introduced to the fact that there are many cycles in an ecosystem.

[ ] The child masters facts concerning the effect of the environment on the survival of organisms.

[ ] The child is introduced to the fact that matter consists of particles.

[ ] The child masters the fact that energy may be changed from one form to another.

[ ] The child masters the fact that there is a continuous interaction between matter and energy throughout the universe.

[ ] The child is introduced to the fact that astronomers use a variety of instruments in observing changes in the universe.

[ ] The child masters the ability to understand that the amounts of the sun’s energy absorbed by land, water, and air affect weather and climate.

[ ] The child masters the fact that earth’s matter is in continuous change, and that solar energy can be converted into other forms of energy.

[ ] The child learns that objects within a system may interact.

[ ] The child masters the ability to discern that living things on earth play an important part in the relationship between matter and energy, and that interaction of matter and energy occur in nonliving things.

[ ] The child masters the ability to recall information formerly obtained, and integrate it with new information.

[ ] The child masters the ability to participate in scientific inquiry at the appropriate level by questioning, and delineating a problem by forming questions likely to be answered through investigation.

[ ] The child can develop and maintain a record system for living organisms, delineating their life process and environmental relationships.

[ ] The child masters the ability to use quantitative methods (methods of measure) to gather information.

[ ] The child masters the ability to select and use science textbooks, reading reference, and audio-visual materials.
**Fourth Grade Arithmetic**

- The child can give the place value for any digit in a number through the millions period.
- The child can identify a decimal point in relation to whole and fractional numbers.
- The child can read and write numbers to the millions period.
- The child can round numbers to the nearest ten, hundred and thousand.
- The child estimates sums before addition by rounding addends.
- The child can compute by following the rule for order of operations involving addition and including the use of parenthesis.
- The child can check subtraction by addition.
- The child can subtract two four-digit numbers with three regroupings in the tens, hundreds, and thousands.
- The child can estimate the difference before subtraction by rounding the minuend and the subtrahend.
- The child can multiply a two-digit number by a two-digit number using 0 as a placeholder, with no regroupings.
- The child can multiply a two-digit number by a two-digit number with one regrouping.
- The child can multiply a two-digit number by a two-digit number with two or more regroupings.
- The child can estimate a product.
- The child can multiply using multiples of 100.
- The child can multiply a three-digit number by a two-digit number with no regroupings.
- The child can multiply a three-digit number by a two-digit number with one regrouping.
- The child can multiply a three-digit number by a two-digit number with two regroupings.
- The child can multiply a three-digit number by a two-digit number with two or more regroupings.
- The child can divide a two-digit dividend by any two-digit divisor, with or without a remainder.

**Fourth Grade Health**

- The child masters the ability to describe his own feelings well, and relates symptoms that might indicate illness.
- The child is encouraged to share information about the structure of the body and how it works.
- The child masters the ability to identify various types of activities that may be relaxing, and relaxes by alternation of active and quiet work or play.
- The child masters the ability to recognize individual differences and needs for recreation, relaxation, rest and sleep.
- The child is introduced to the importance of correct posture on appearance, and of a positive attitude on self-image.
- The child masters the use of dental floss for cleaning between the teeth.
- The child can discuss the protective role of fluorides in the water supply and the use of topical fluoride.
- The child masters the concepts in identifying factors which contribute to dental diseases, such as plaque and high sugar exposure.
- The child masters the ability to illustrate ways to cooperate with family members and others in work and play.
- The child masters the ability to explain ways in which nutrition is an important factor in the development of living organisms.
- The child masters the ability to classify foods according to kinds, food groups, textures, sources, cultures, and traditions.
- The child masters the ability to evaluate the usefulness of words and pictures on food packages.
- The child is introduced to comparing and contrasting the cost of various foods to their nutritional value.
- The child masters the ability to identify situations in their environment which affect the cleanliness, safety, and the quality of foods.
- The child is able to describe feelings when something happens that could not be helped, and to describe ways to handle upset feelings with some mastery.
- The child begins to analyze positive and negative aspects of stress.
Fifth Grade

The Fifth Grade child is extremely interested in projects, hobbies, and friends. He will be very interested in people, the world of things, and fantasy. Friends play a very important role to the child, and a wise parent will extend the family to include the Fifth Grader's friends. It is important to keep communication channels open during this year, and to include yourself in the development of the child instead of letting the child slip off by him/herself.

Daily family time is very important to the child. Habits of devotions or Bible study that have been developed will greatly aid your communication with the child during this time. Plan a daily time to just communicate with the child.

Educationally, the child is continuing to develop reasoning skills. Communication will help the child develop the skills necessary for the school work he will be doing.

The child begins to display responsibility in tasks given and is very independent, needing little assistance. Concentrate on skills that will give the child more independence, being ready to fill in for the child when the pressures are too great.

Curriculum should contain projects for the child to complete. Generalizations will be difficult for the child, details easier to assimilate. Activity is still a preference at this age. Choose curriculum that will actively educate your child. Seat work is necessary for discipline, but should be kept to a minimum, with the child spending increasing time in independent research.

The physical maturation process may send the Fifth Grader into an emotional tail spin, bordering on hypochondria. A messy room is to be expected, with emphasis on poster decorations. The child may be resistant to the mother, recognize the father as a disciplinarian, and assume a rather matter-of-fact relationship with both parents.

During the Fifth Grade year, academic problems may arise that have been under the surface for some time. Watch the child carefully in the growth of skill levels and in reasoning. Fatigue is normal for this age, as is a short attention span.

Fifth Grade Language Arts

[ ] The child applies cursive writing standards in all writing assignments.

[ ] The child identifies vocal stress patterns of syllables within a word and can identify primary, secondary, schwa, and an unaccented syllable between two accented ones.

[ ] The child selects the correct homonym for the context, with the alternative spellings given.

[ ] The child can correct improper homonyms in a sentence.

[ ] The child can write original sentences using homonym pairs correctly.

[ ] The child identifies words that have the same spelling, but differ in meaning and pronunciation.

[ ] The child can state the meaning of homograph or heteronym; can pronounce the homograph, match the correct definition of a homograph with pronunciation; and identify the meaning of the homograph in context and pronounce it correctly.

[ ] The child can match multiple meanings with words, can state appropriate meanings for a word used in multiple contexts, can select the best definition for a word having multiple meanings, and can write a homograph in sentences showing its multiple meanings.

[ ] The child can identify the meaning of abbreviations, match abbreviations to words in long form, choose abbreviation for words in long form, choose long forms of words for abbreviations, and write abbreviations correctly.

[ ] The child can define and recognize acronyms. Note: An acronym is an abbreviation for the first letter of each word in a title. An acronym is read as a word, for example: Home Independent Study is HIS.

[ ] The child can locate answers to questions containing the clue words of why/how.

[ ] The child can select implied main ideas for a paragraph or story when choices are given.

[ ] The child can state the main idea implied in a paragraph or story, can state the main idea implied in a story, and select the supporting details from choices; can state the main idea implied in a paragraph and identify relevant supporting details.

[ ] The child can match cause to given effect, match effect to given cause, locate key words denoting causes, locate key words denoting effects, identify a statement of cause/effect appropriate to a given paragraph, and identify the major cause/effect relationship for a story based on the child’s own criteria with supports for choice.
Fifth Grade Social Studies

[ ] The child begins to listen for the purpose of interpreting facts to form opinion, and to interpret and evaluate ideas.

[ ] The child masters the ability to write business letters for information.

[ ] The child masters the ability to use the index of a book to locate pertinent information.

[ ] The child is introduced to the use of a glossary in a book to locate pertinent information.

[ ] The child begins to select and compare information acquired from various sources.

[ ] The child begins to discriminate between primary and secondary source materials.

[ ] The child masters the ability to categorize given information and classify information individually collected.

[ ] The child can prepare a timeline from given information or individually researched information.

[ ] The child masters the ability in map concepts of boundary and territory, distance, hemisphere, and equator. The child is introduced to time zones in map skills.

[ ] The child masters the ability to use the title, scale, and map grid when reading a map, and is introduced to color scheme to determine correct evaluations.

[ ] The child masters the ability to read community, resource, vegetation, and political maps.

[ ] The child masters the ability to classify words according to category.

[ ] The child masters the ability to place directives, processes, or procedures in sequential order.

[ ] The child masters the ability to use indefinite concepts in discussions and written work.

[ ] The child is capable of paraphrasing summary information orally.

[ ] The child is introduced to writing details to support main ideas.

[ ] The child masters the ability to explain ideas.

[ ] The child applies information to new situations.

Fifth Grade Science

[ ] The child masters the ability to note how controlled experiments differ from a random trial and error approach.

[ ] The child masters the fact that organisms have similar functions.

[ ] The child masters the fact that a chemical change is a change in the molecular structure of matter, and that matter consists of particles.

[ ] The child masters an understanding that the earth rotates on its axis as it revolves around the sun. The child understands that the moon is the natural satellite of the earth.

Teacher’s Note: The student continues to master skills learned in previous grades. Recheck the skill level of the previous grades, noting any areas in which your child is lacking.
NOTE: Because the Fifth Grade level is repetitive of many of the facts taught in the Fourth Grade level, a thorough review of the Fourth Grade level is suggested.

[ ] The child can compare and order numbers through thousands period using >, <, and =.

[ ] The child can multiply a three-digit number by a three-digit number using 0 as a placeholder with no regrouping.

[ ] The child can multiply a three-digit number by a three-digit number with one regrouping.

[ ] The child can multiply a three-digit number by a three-digit number with two or more regroupings.

[ ] The child can multiply with zero in the multiplicand or multiplier.

[ ] The child can find missing factors in a simple algebraic equation.

[ ] The child can use various symbols for multiplication.

[ ] The child can divide a three-digit number by a three-digit number, with or without a remainder, where the divisor is a multiple of a hundred.

[ ] The child can use a variable as an unknown in an equation.

[ ] The child can find the missing two-digit factors in an equation.

[ ] The child can simplify a fraction to the lowest terms by dividing the numerator and denominator by the greatest common factor.

[ ] The child can find the least common multiple of two denominators.

[ ] The child can convert fractions using the least common multiple.

[ ] The child can compare fractions by finding a common denominator.

[ ] The child can add or subtract fractions with unlike denominators.

[ ] The child can order three fractions with unlike denominators.

[ ] The child can add and subtract mixed numbers with unlike denominators with no renaming.

Fifth Grade Health

[ ] The child masters the ability to relate how health is affected by daily health practices, and prompt attention is given to symptoms of illness.

[ ] The child masters the ability to discuss feelings of acceptance towards self, others with handicaps, and can list a broad range of disabling conditions.

[ ] The child relates increased physical activity to the increase of the pulse and breathing rates with mastery.

[ ] The child begins to identify high risk factors to cardiovascular disorders, and factors to reduce risk.

[ ] The child masters the ability to recognize the importance of correct posture on appearance and of a positive attitude on self-image.

[ ] The child masters the ability to describe the relationship of nutrition to oral health and the prevention of dental disease.

[ ] The child can discuss genetic disorders which occur in various populations.

[ ] The child masters the ability to recognize the effects of overeating and undereating upon the body weight and optimal health.

[ ] The child can show respect for similarities and differences between and among, individuals and groups.

[ ] The child identifies ways in which the media influences decision making.

[ ] The child masters the ability to distinguish between diseases caused by microorganisms and diseases resulting from other factors.

[ ] The child can identify scientific discoveries that have helped to protect people from diseases and disorders.

Teacher’s Note: Recheck the concepts presented in the Fourth Grade level. The child should have a good understanding in all areas noted. However, mastery is not considered a criteria for the fifth grade, except in those areas listed above.
Sixth Grade

High change is characteristic of the Sixth Grade child. The physical maturation process, social, and emotional aspects of the child all undergo a change during the Sixth Grade year. Acceptance is essential in family relationships.

Educationally, the child is capable of many skills, and a culmination of early skills should be achieved. Mastery is expected in almost every subject area. In light of this, pressure to perform should be kept low, with expectations clearly stated. The child should be capable of independent research in the library, finding solutions to problems through experiments and reading materials with deductive and inductive reasoning processes.

Curriculum for the school year should include activity-oriented projects, with freedom to develop personal interests. Writing activities should increase in content and form, with an emphasis placed on the ability to gather materials into an easily understood written form.

A safe environment is essential to the Sixth Grade child. The home should be a safe place to practice the social skills necessary in life. Offer comfort and reassurance when the child fails, but permit him to explore and develop on his own, with a minimum of interference from either parent.

Family time is necessary on a daily basis, with communication channels kept open. Listen carefully to the child’s feelings. Include friends in family activities when possible. The Sixth Grade child may attempt to stretch every boundary set by the family. Maintain specific standards so the child knows your limits.

Sixth Grade Language Arts

In Language Arts, the Sixth Grade child continues to increase in his ability to predict outcomes, and can evaluate the predictions of others based on actual or probable outcomes. The child also begins to master the ability to make evaluations. The child can state an intuitive judgment, list the attributes of the item being evaluated, identify relevant criteria, place criteria in order of importance, and compare attributes with criteria to test evaluation.

The teacher should be well informed of the thinking process as brought forth in Bloom’s Taxonomy, for the child simply continues to build precept upon precept, until he is consistently thinking in the prescribed steps. Note: For steps to problem solving, see page 118.

[ ] The child can determine the meaning of a word from its context in the sentence.

[ ] The child can determine the author’s purpose in writing.

[ ] The child can take notes.

[ ] The child can use an outline form, with Roman numerals, capital letters, and Arabic numbers.

[ ] The child can use the appropriate resource selection for the research to be completed.

[ ] The child can correct run-on sentences.

[ ] The child can write a paragraph with topic, supporting and concluding sentences.

[ ] The child can apply capitalization rules.

[ ] The child can use punctuation properly in personal writing.

[ ] The child can correct or revise sentences and paragraphs.

In composition, the student continues to apply the acquired thinking process to writing, adding to it the learned skills of grammar, paragraph writing, outlining, and summarizing.
Sixth Grade Social Studies

The child masters the ability to listen for directions and explanations, expand word meanings, comprehend ideas, and interpret and evaluate ideas.

The child masters the ability to gain pertinent information from various reading sources, such as: textbooks, dictionary, newspaper, periodicals, library card file, and an atlas.

The child masters the ability to use chapter headings and the glossary of a book to gain information.

The child masters the ability to collect facts on a selected topic and writes an explanation using them.

The child masters the ability to select and compare information acquired from various sources.

The child masters the ability to prepare a chart, table, or graph from given information, or individually researched information.

The child masters the ability to read, identify, and explain information contained in various chart materials, and can place chronological facts and events in sequential order.

The child masters the ability to read, identify, and explain information contained in a timeline.

The child masters the ability to identify physical and man-made features illustrated on a map.

The child masters the ability to read longitude and latitude on a globe.

The child masters the ability to use a map compass in gaining information.

The child masters the ability to compare maps of different areas.

The child masters the ability to relate cultural adaptations to such factors as climate and the earth’s physical features.

The child is introduced to the recognition of the relationships of political boundaries to conflicts among nations.

The child masters the ability to describe emotions and attitudes with the use of proper vocabulary.

Sixth Grade Science

The child masters the information concerning the many cycles in an ecosystem.

The child masters the information concerning the various forms of energy and that energy must be applied to do work.

The child masters information concerning the variety of instruments used by astronomers in observing changes in the universe.

The child masters the knowledge of the subsystems within a system.

The child masters the knowledge that matter and energy can be changed from one form to another, but the total sum of matter and energy remain the same.

The child masters the ability to determine the need to repeat observations as a means of improving reliability and verifying data.

The child masters the ability to identify, name, and measure the conditions of changing events and the changes in the characteristics of materials.

The child masters the ability to identify statements or data having direct relationships to the solution of a specific problem.

The child shows willingness to share tentative ideas and explanations with others and seeks and considers their critical evaluations with mastery.

The child reacts to discrepancies in a positive and objective manner with mastery.
Sixth Grade Arithmetic

Note: Many of the skills which are obtained during the Sixth Grade are first introduced in the Fifth Grade. It is important that the child’s skill level be checked against the Fifth Grade guidelines.

[ ] The child can round to the nearest ten, hundred, thousand and ten thousand.

[ ] The child can identify the billions period of a given number.

[ ] The child can read a number in the billions period.

[ ] The child can write a number in the billions period.

[ ] The child can round to the nearest million and billion.

[ ] The child can round a decimal to the nearest tenth, hundredth or thousandth.

[ ] The child can divide a four or more digit number by a two-digit number, with or without remainders, and with or without a place holder.

[ ] The child can divide a three-digit number by a three-digit number, with or without remainders, where divisor is a multiple of a hundred.

[ ] The child can solve an equation with a variable in addition, subtraction, multiplication or division.

[ ] The child can use equations to solve proportions.

[ ] The child can identify locations of integers on a number line.

[ ] The child can define or identify the set of integers as zero, the counting numbers and their opposites.

[ ] The child can arrange sets of integers in ascending and descending order.

[ ] The child can use symbols for “is greater than” and “is less than” to order integers.

[ ] The child can add and subtract positive and negative integers.

[ ] The child can use integers to model real world situations.

[ ] The child can simplify, if appropriate, before multiplying fractions.

[ ] The child can relate fractions to division.

[ ] The child can express remainders as fractions.

Sixth Grade Health

[ ] The child masters the ability to identify high risk factors to cardiovascular disorders, and factors to reduce risk.

[ ] The child masters the ability to identify ways to resolve conflicts and show supportive, respectful attitudes towards family members, regardless of age.

[ ] The child masters the recognition that all living things come from like living things, that the life cycle involves growth, development, and the aging process and that it ends with death. Child expresses feelings about what “growing up” means.

[ ] The child masters the awareness that living organisms have offspring of the same kind and that similarities and differences occur among organisms and their offspring.

[ ] The child masters the ability to identify practices that cause, spread, and control disease.

[ ] The child masters the ability to explain the role of microorganisms in the spread of communicable diseases.

[ ] The child can describe laws and regulations enforced by cities, counties, states, and countries.