

2022-23

Member Tutorial

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Welcome

Dear Gentle Reader:

Welcome to Charlotte Mason's Alveary, the comprehensive curriculum and teacher-training resource created by the Charlotte Mason Institute for homeschools, co-operatives, and schools. If you come desiring to unfold the authentic practices of Mason's paradigm of education, then this program may be for you. Our major aim is to make available a 21st-century course of study for students ages 6-18 that implements Mason's philosophy and model with clarity, integrity, and faithfulness.

You have likely come because you are searching for a model, a direction, a way of living and learning. Now that you are here, take some time to wander about the hives of activity to see what strikes your heart and mind. There is much to capture your imagination and challenge your thinking as you ponder next steps in the education of your students.

A great deal of research has gone into what you will find here. From Mason's six volumes and the *Parents' Review* to the various extant PNEU programmes and the many resources digitized from the Armitage Archive, we have striven to develop a curriculum that validates and values Mason's enduring ideas and practices. Moreover, the Board of Directors and co-laborers at CMI have committed to integrating and synthesizing the best practices and applications of current pedagogical research to explore and enrich the principles espoused by Mason in her many writings. We seek to support her thinking for a current age of students as we move forward.

Our mission is to "faithfully hand on the truths of Charlotte Mason's educational vision." Three values drive our continuing work - Charity, Fidelity, and Humility – and with the help of the Holy Spirit as our Leader and Guide, we will grow in our expression of these ideals alongside many others who fulfill Mason's work in the current day. In our common work, we hope to become "many voices with a single vision."

Enjoy your exploration of the Alveary. There is much here to commend the buzz of fruitful activity. I hope we can work together in carrying on the work Charlotte Mason began over a hundred years ago.

Ring true.

Dr. Jack Edward Beckman, Board Chair

Charlotte Mason Institute®

CMI: Who We Are

The [Charlotte Mason Institute](#) (CMI) started as an annual conference in 2004 in response to a growing number of requests across the United States for Charlotte Mason training, and became an educational nonprofit in 2006. Since that time, our role has grown to include supporting researchers through the Susan Schaeffer Macaulay Scholarship, archival maintenance of original documents housed at the [Armitt Museum](#) in Ambleside, a partnership with [Redeemer University College](#) in Canada to [digitize](#) a large portion of that archive, and the development of [Charlotte Mason's Alveary](#) curriculum and training materials to support schools and homeschools. Our organization recently entered into a formal Memorandum of Understanding with the [University of Cumbria](#) (formerly Charlotte Mason College) in Ambleside to support them in embracing their heritage as the original seat of the Charlotte Mason movement, and the university appointed four scholars from our organization to serve as [Visiting Research Fellows](#). By purchasing the Alveary curriculum, you are helping to support all of this vital work.

What We Do

Our Vision

- A relational education for all students and teachers in every setting

Our Mission

- To promote the principles and practices of Charlotte Mason's design for education

Our Values

- Charity, Fidelity, Humility

Find Out More

Visit our [website](#) and watch [this video](#) to find out more about our organization, our work, and our conference, as well as to discover ways to get involved with the Institute. You can [contact CMI](#) directly, or write to the Alveary via the [CONTACT](#) button on our website.



**Jen Spencer, EdD
Program Director,
Charlotte Mason's Alveary;
Visiting Research Fellow,
University of Cumbria**

Dr. Jen Spencer has been an educator, school administrator, and curriculum writer since 1997. With degrees in Early Childhood Education, Elementary Education, and Curriculum & Instruction, she has served in public, private, and home schools across all ages, from preschool through high school. Jen discovered Charlotte Mason in 2001. Since then, she has led study groups, founded a school, helped digitize the archive at the Armit Museum, and created the Alveary. She was recently named a Visiting Research Fellow at the University of Cumbria. Jen and her husband Wes have two adult children, Drew and Marley, one granddaughter, Ila, and one grandson, Jorah (due to be born in May). They live among the peach trees in Gaffney, South Carolina with their rescued English Pointer mix, Daisy Mae, who loves to go on nature walks.

A Note From Our Program Director

Hello, and WELCOME to Charlotte Mason's Alveary! My name is Jen, and it has been my honor and pleasure to lead the creation and development of this curriculum since 2015. First of all, THANK YOU for choosing Charlotte Mason's Alveary. Our team has learned so much from you, our members, over the last six years, and we are happy to be able to offer you the best version of the Alveary yet. This year, you will find that the structure and format of the lesson plans stayed mainly the same. Several small improvements promise to make a big impact on our member experience. For example, we simplified the course names, combined related courses, and put supporting documents in an appendix, which resulted in far fewer PDFs to download, print, and organize. We kept the soft, organic design and added in original watercolors in order to add a little beauty to your day.

This year, we were also much more intentional about choosing books that represent diverse ethnicities and cultures. This decision was as a response to the demographics of modern-day America and the desire to honor the personhood of all of our potential students. At times, this has meant letting go of some of the old books that are full of literary language, but are also full of ideas that paint non-European cultures as somehow "less than." We want to be careful that we are not planting seeds in the minds of our students that they will have to work to weed out later.

I am also truly excited to welcome Dr. Shannon Whiteside as our new Assistant Program Director. I've known Shannon for a long time and have come to know her as a person of great knowledge, insight, and integrity. Her voice will add much to the Alveary as we continue to grow.

If you are new to Charlotte Mason's Alveary, know that you have joined a dynamic and thriving community of home educators, co-ops, and schools. This program truly is unlike anything else on the market today. Our unique team of over 20 veteran Charlotte Mason home educators and classroom teachers, school administrators, professors and researchers in education, and experts in content (math, science, languages, geography, etc.) have worked together to bring you a complete curriculum that is robust, modern, authentic, and thoroughly vetted. It is our sincere hope that our work will help you implement Mason's methods with confidence. Have a terrific year!



**Shannon Whiteside, PhD
Assistant Program Director,
Charlotte Mason's Alveary**

Dr. Shannon Whiteside began her career as a classroom teacher for 7 years in two different classical schools before deciding to homeschool her own children. She discovered the life-giving principles of Charlotte Mason over 10 years ago when searching the internet for alternative educational philosophies. This discovery inspired her to pursue a PhD at the University of Illinois at Chicago. Her dissertation research focused on the storytelling aspects of narration and how Mason's educational theories compare to the classical model of education. She has degrees in Education, Theology and Curriculum & Instruction. She is from the western suburbs of Chicago but now lives in northwest Indiana with her husband, Mark, and their three children (ages 10-15). In her spare time, Shannon enjoys visiting used bookstores, trying new recipes, and hiking in the Indiana Dunes.

A Note From Our Assistant Program Director

I am very excited about my new role as the assistant program director. Jen has taken me under her wing and is giving me a behind the scenes view of how the Alveary is developed each year. We have had many great conversations and brainstorming sessions about the vision of the Alveary and how we can best serve our community and promote the principles of Charlotte Mason. As an Alveary member since its inception in 2015, I am familiar with many aspects of the program including the lesson plans, the selection of books, and The Hive community. I now get a chance to contribute to the development and fine-tuning of the Alveary. These are exciting times to be part of the Alveary! More and more people are looking for alternative philosophies of education whether at home or in schools. My background as a teacher, home school educator and researcher has prepared me to take on this new role as we continue to grow the Alveary according to its mission.

We are so glad that you are part of the Alveary and part of this vibrant community that values living books, time in nature and the personhood of each child. I have been using this curriculum with my own children since the first year it was available. My children and I have been blessed by all the thoughtful care and expertise that has gone into it. We have appreciated the lesson plans for every subject, the videos for art, handicrafts, dance and others and the exams at the end of each term. I know each year is building upon the previous and is written with the end in mind. Now that my daughter is almost through high school, I can truly testify to the benefits of this curriculum. The books that she has read, the ideas that she has embraced, and the wide range of knowledge that she has been exposed to is remarkable. With the Alveary, I am confident she is getting what she needs and is, above all, engaged and excited about her learning. She has become an independent learner and has developed habits that not only benefit her academic life, but every area of her life. Likewise, your students will be receiving an education that will not only prepare them for the future but will inspire them in the present. Education is not just a preparation for life, but it is a life. The people your students are becoming starts now. The Alveary provides access to the full inheritance that belongs to our students. I am excited to be a new member of the Alveary team that offers this life-giving curriculum. We will always do our best to provide you with resources, books, guidance, and inspiration to implement a Charlotte Mason education in the 21st century. You are not alone. We are in this together!

Finding Help & Inspiration

Joining Charlotte Mason's Alveary means that you become part of a vibrant Charlotte Mason community with many resources to help you be successful. Click the links below to find community and get support:



[The Hive](#)

Join us on our private, searchable online platform for the best of social media and forums without the ads or privacy issues. Find members who live near you, groups meeting in your area or online, people who share your interests, and veteran members who can offer advice.



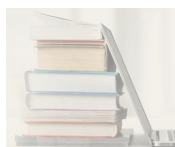
[The Buzz](#)

Receive our weekly newsletter each Friday afternoon right in your inbox! The Buzz includes important announcements and answers to member questions. If you do not receive the email, check your spam/junk/updates folder and add us to your address book. We archive all back issues on our website and they are searchable by topic. (You must be logged in.)



[Contact Us](#)

We welcome your questions, comments, and concerns. The best way to reach us is through the CONTACT button on our website. (Our goal is to respond within two business days.)



[Charlotte Mason Community Study Groups](#)

Get to know other members and deep dive into Mason's volumes with a knowledgeable guide. Meetings are held online. Sessions run July-December and January-June.



[Alveary Facebook Page](#)

Stay in the loop on current education research, CMI & Alveary events, and fun giveaways! Use hashtags **#cmialveary** & **#howwealveary**, or tag us with **@CMIAlveary**.



[Alveary Instagram Feed](#)

Use and follow the hashtags **#cmialveary** and **#howwealveary**, or tag us with **@CMI_Alveary**.



[Alveary Conference Events](#)

Attend the [CMI Conference](#) June 16-18, 2022 in Wilmore, KY at our discounted member rate.



[The Blue Orchard Bee](#)

This is a community specifically for teachers of neurologically diverse students (open to non-Alveary members as well!). Come here to learn about how to implement Mason's philosophy with students with ADHD, Autism, and more.

Part 1: Charlotte Mason's Alveary

Basic Structures

Forms & Grade Levels

Charlotte Mason used the British system of forms, which would have been familiar to her members. We use the American system of grades for ease of understanding, but still find value in using the word “forms” for developmental groupings of students in certain contexts. Here is the breakdown of forms and grade levels:

Primary School			Upper Elementary School			Middle School		High School			
Form 1			Form 2			Form 3		Form 4	Form 5		Form 6
1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th

Many times, students in the same form share courses. But that does not mean that they repeat information, because of the way we cycle through history (see below).

History Cycles

The content in Charlotte Mason's Alveary is organized around four cycles of both modern and ancient history. All students study the same history cycle at the same time. This makes combining and placing students simple.

The 2022-23 school year will focus on Cycle 3. (Only one cycle is available per year; all members should work in that cycle.) Most other subjects correlate with the time period being studied, so that each year's course of study is truly cohesive. The following year, we will all be in Cycle 4, which means that a different set of books will be used (though some carry over).

Cycle	Modern History (Grades 2+)	Ancient History (Grades 5+)
1	800-1650 A.D.	c. 3500-650 B.C.
2	1650-1800 A.D.	550-100 B.C.
3	1800-1900 A.D.	100 B.C. - 350 A.D.
4	1900 A.D. - present	350-800-A.D.

Terms

Each school year is divided into three terms of 12 weeks each, for a total of 180 school days. 11 weeks of each term are for lessons, and the last week is for exams. Information on how to submit exams is included on the exam document. Submission of exams is optional. (Exams that are submitted are not assessed by the Alveary team; rather, they are used to help us evaluate the books assigned in order to aid us in decision-making. Occasionally, they may be used for research purposes. By submitting exams, you are agreeing to this. No identifying information will ever be used.)

Your Program

The Program is where you will find out what your students will be doing this year. If you will be working mostly from one or two grade levels, accessing the Programs by grade level will be the easiest option for you. Simply click on the desired grade level, and then look to see if there are any adjustments you would like to make. For example, if you have a 5th-grader who has never taken art or sol-fa, you may wish to substitute a lower level for the one assigned to that grade. (Be sure to look at any prerequisites for a given course.) To find a more suitable level for your student, you can look at a different grade level's program, or you can see them all laid out together in the Master Course Catalog. If you have many students of diverse ages and you want a high level of customization, you can start from scratch using the Master Course Catalog and create your own Program.

CHARLOTTE MASON'S ALVEARY
Curriculum Home
2022-23

Step 1: YOUR GUIDES



Step 2: PROGRAM

Step 3: PLAN

Documents to Download

Welcome! Make sure you have these documents handy before moving on!

These resources will be your companions as you move through each of the following steps.

Here is a small section of the Master Program:



COURSE	DESCRIPTION	PLACEMENT TIPS	FORM	GRADE	RESOURCE	SCOPE
<i>First Bible Stories</i>	This course uses a story Bible to introduce young children to the beauty and chronology of Scripture.	Those who wish to combine their first graders and older siblings should choose either this course or Elementary Bible Studies. Older students who are unfamiliar with Bible stories may wish to read these stories independently.	F1	1	Hurlbut's Story of the Bible by Jesse Lyman Hurlbut ISBN/ASIN 978-1599151786 → RATIONALE: Contains stories from both the Old and New Testaments in a very engaging narrative; omits sections that are unsuitable for younger children. The author adheres to the Bible without embellishment, opinion, or doctrine, making this volume appropriate for any denomination.	Term 1: Stories 1-55 Term 2: Stories 56-110 Term 3: Stories 111-165
<i>Bible: Grades 2-6</i>	Read Scripture in chronological order. Study cultural, historical, and theological contexts. Explore maps, images, and artifacts. Update History Charts and Book of Centuries.	Students in Grades 2-3 may take this course or First Bible Stories. All students in Grades 4-6 should take this course.	F1-2	2 3 4 5 6	Cultural Backgrounds Study Bible by Zondervan ISBN/ASIN 978-0310431589 → RATIONALE: Contains unabridged Scripture, along with archaeological, cultural, and theological context and background.	Term 1: Joshua 1-21; selections from Gospels Term 2: Joshua 22-24, Judges 1-6; selections from Gospels Term 3: Judges 7-16, I Samuel 1-8; selections from Gospels
<i>Bible: Grades 2-6</i>			F1-2	2 3 4 5 6	God's Bible Timeline: The Big Book of Biblical History by Linda Finlayson ISBN/ASIN 978-1527105904 → RATIONALE: Contains age-appropriate commentary on the eras of the Bible, along with detailed timelines, known dates, and a timeline poster. May be helpful with Books of Centuries.	Term 1: p.22-23 Term 2: p.22-27 Term 3: p.25-31
<i>Bible: Grades 2-6</i>			F1-2	2 3 4 5 6	Prophets and Kings by J. Paterson Smyth ISBN/ASIN 978-1633340114 → RATIONALE: Since the stories are told in the chronological order in which they happened, there is a fair bit of skipping around in the Bible. Having this resource will help teachers make sense of the order of reading. Lesson plans include notes on which sections	Term 1: Part 1 Lessons 1-8 Term 2: Part 1 Lessons 9-10; Part 2 Lessons 1-4 Term 3: Part 2 Lessons 5-14

You will notice that the Program contains the subject, the course name, a course description, placement tips (in case you need to make decisions about form-straddling or combining students), and the grades/forms to which that course is assigned. Next, there is an image of each book used in the course, along with its title, author, ISBN/ASIN, and a brief rationale for choosing the book. Then, we tell you the terms in which each book will be used (so that you have the option of spreading out your purchases) and the estimated price for a new copy. (Of course, you can always save money by purchasing used books or by borrowing them from your local library.) When you click on the price link, you will be taken to the item on its purchase platform, usually Amazon. We do not participate in the Amazon Associates program, but we do invite you to use Amazon Smile and choose Charlotte Mason Institute as your preferred charity. Many resources are also available for free, either on a site like archive.org or as a PDF provided by us under Fair Use copyright law. To access the free version, click the blue link symbol (∞) in the “FREE” column to the far right.

***HINT:** To open a link in a new tab, right-click on the link or hold down your Command/CTRL button while clicking.*

Your Supply List (Coming Soon)

We are currently working on the master supply list, accessible by grade level, which will be available by June 1. You will notice that this looks very similar to the Program. Each Lesson Plan set will also include the supply list for that particular course, in case your student straddles forms/grades.

My Supplies				CHARLOTTE MASON'S Alveary CHARLOTTE MASON INSTITUTE					
SUBJECT	COURSE	FORMS	GRADES	RESOURCE		SCOPE	BUY	FREE	
ALVEARY REFERENCES	General Supplies: Form 1	F1	1 2 3		Prismacolor Colored Pencils ISBN/ASIN B00006IEET → May sub any colored pencils.	Term 1 Term 2 Term 3	\$10.00		
ALVEARY REFERENCES	General Supplies: Form 1	F1	1 2 3		Glue sticks ISBN/ASIN 522 → May sub any paste.	Term 1 Term 2 Term 3	\$4.00		
ALVEARY REFERENCES	General Supplies: Form 1	F1	1 2 3		Mix Media Pad ISBN/ASIN B0039UMRMW → May sub any heavy paper. → Will be used across subjects for brush-drawing narrations.	Term 1 Term 2 Term 3	\$10.00		
ALVEARY REFERENCES	General Supplies: Form 1	F1	1 2 3		Brush Drawing Supplies ISBN/ASIN B001E69W9O → May sub supplies from art or another less expensive set of pan watercolors. → These are not for nature study or art; higher quality materials will be recommended for those courses. This is a cheaper set for painting narrations in order to conserve the more expensive pigments.	Term 1 Term 2 Term 3	\$4.00		
		F1	1 2 3						

2022-23 Course Assignments At-a-Glance

As mentioned in the previous section, students in different grade levels often share courses. This can be a great help to those who are homeschooling several students and for small schools that can only afford a few teachers. Here is a table that shows which grades will share courses this year. It also gives you a birds'-eye view of how courses progress. In High School, "graded" is used to show that the courses for each grade contain some different books, which increase in difficulty, but you could still combine your high school students using the books of your choice.

Form 1			Form 2			Form 3		Form 4	Form 5		Form 6	
1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	
								Architecture				
Picture Study												
Art L1	Art L2	Art L3	Art L4	Art L5	Art L6	Art L7	Art L8 (more levels in development)					
First Bible Stories	Bible: Grades 2-6					Bible: Grades 7-9			Bible: Grades 10-11		Bible: Grade 12	
								Graded Devotional, Personal Study, and Sunday Reading				
								Graded Bible Study Helps				
								Graded Bible and Church History Studies				
				Government (US or CA)				Graded Civics and Economics				
			First Citizen Stories	Plutarch					Graded Morals and Ethics			
						Self-Knowledge			Self-Direction			
Penmanship & Copywork								Commonplace Book				
		Written Narr.: Grade 3	Written Narr.: Grade 4	Written Narr.: Grade 5	Written Narr.: Grade 6	Written Narr.: Grade 7	Written Narr.: Grade 8	High School Written Narration				
				Writing Poetry L1	Writing Poetry L2	Writing Poetry L3	Writing Poetry L4	Poetry Studies				
Reading Lessons L1	Reading Lessons L2	Reading Lessons L3	Language Study: Grade 4	Language Study: Grade 5	Language Study: Grade 6	Language Study: Grade 7	Language Study: Grade 8	Language Study: Grade 9	Language Study: Grade 10	Language Study: Grade 11	Language Study: Grade 12	
Recitation: Grades 1-3			Recitation: Grades 4-6			Recitation: Grades 7-8		Recitation and Reading Aloud: Grades 9-12				
Geog. Found.	Geog. Concept Level 1	Geog. Concept Level 2	World Geog. L1	World Geog. L2	World Geog. L3	US or CA Geog. L1	US or CA Geog. L2	Graded World, Regional, and Historical Geography				

Form 1			Form 2			Form 3		Form 4	Form 5		Form 6
1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
			Map Work								
Stories of Native Amer.	US or CA History: Grades 2-3		US or CA History: Grades 4-6			US or CA History: Grades 7-8		Graded US History with source documents			
			World History: Grades 4-6			World History: Grades 7-8		Graded World History with source documents			
				Ancient History: Grades 5-8				Graded Ancient History with source documents			
				Elem. Latin L1	Elem. Latin L2	Elem. Latin L3	H.S. Latin L1	H.S. Latin L2	H.S. Latin L3	H.S. Latin L4	Opt: H.S. Latin L5
Paper Folding	Sloyd Level 1	Sloyd Level 2	Sloyd Level 3	Sloyd Level 4	Sloyd Level 5	Sloyd Level 6	Sloyd Level 7				
			Handicrafts								
			Keyboarding								
Sewing Level 1			Sewing Level 2			Lettering L1	Lettering L2	Optional: Lettering L3			
Lit.: Grade 1	Lit.: Grade 2	Lit.: Grade 3	Lit.: Grade 4	Lit.: Grade 5-6		Lit.: Grade 7-8		Lit.: Grade 9	Lit.: Grade 10	Lit.: Grade 11	Lit.: Grade 12
Daily Poetry Reading: Grades 1-8								Daily Poetry Reading: Grades 9-12			
			Shakespeare								
Math: Grade 1	Math: Grade 2	Math: Grade 3	Math: Grade 4	Math: Grade 5	Math: Grade 6	Math: Grade 7	Math: Grade 8	Math: Grade 9	Math: Grade 10	Math: Grade 11	Math: Grade 12
				Story of Arithmetic Part 1	Story of Arithmetic Part 2	Story of Geom. Part 1	Story of Geom. Part 2				
French OR Spanish: Grades 1-3			French OR Spanish: Grades 4-6			French OR Spanish Lit.					
						Fr./Sp. Gram. L1	Fr./Sp. Gram. L2	Fr./Sp. Gram. L3	French Grammar L4 OR Spanish Grammar L3 (more levels in development)		
P.E.: Grades 1-3			P.E.: Grades 4-6			P.E.: Grades 7+					
Intro. to Music Apprec.	Composer Study										
Hymns, Spirituals, & Folk Songs											

Form 1			Form 2			Form 3		Form 4	Form 5		Form 6
1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
Musical Games	Sol-fa Level 1	Sol-fa Level 2	Sol-fa Level 3	Sol-fa Level 4	Sol-fa Level 5 (more levels in development)						
Science: Grades 1-3			Science: Grades 4-6			Science: Grade 7	Science : Grade 8	HS Natural History Studies			
								Physics and Anatomy	Bio	Chem	Mult. Elect.

Part 2: Planning Your Year

Placing and Combining Students

We want you to work smarter, not harder, and that means combining as many students as possible for as many courses as possible and taking advantage of what each student can do independently. Here are a few guidelines when thinking about who you will combine with whom:

- If, by looking at the course assignments chart, you see that multiple students share courses, then great! You will teach them together automatically.
- You can probably plan to teach students together who are in the same form, even if they are not in the same grade. To do this, look at the courses for their grade levels and choose one of the courses for each subject. For example, if you had a 4th grader and a 6th grader, you might choose to put them both in the natural history book for 4th grade and the Bible course for 6th grade.
- Adjacent forms are also pretty easy to combine. If you have a Form 3 and a Form 4 student, you could probably teach most of their subjects together.
- Larger age gaps between students make combining less appropriate. For example, using the same history book for your 3rd grader and your 9th grader is not going to work; their needs are just too different.
- Your groups do not have to be rigid. You can combine student A with student B for math and student B with student C for history.
- The main thing is to be aware of each student's needs and abilities and then structure your groups to meet those needs in the most streamlined way possible.
- Do be sure to give each student in grades 1-8 a [math placement test](#) prior to purchasing a RightStart level.

Purchasing Materials

Once you have made your placement decisions, it is time to start gathering your materials. Your first year in the Alveary will likely be more of a financial investment than subsequent years because you will be starting from scratch. Take heart, though. Many of our books carry over several years.

- **Out of Print Books:** We do not use books that we know to be out-of-print unless a free version is available online or unless we can provide a free PDF without breaking copyright law.

HINT: Online collections such as [archive.org](#) can be unpredictable, so we strongly recommend downloading or printing books at the beginning of the year rather than reading them online.

If you do notice that a book on the Program has gone out of print, you can let us know via the [CONTACT](#) button on the website so that we can either try to get it republished, obtain permission to provide a PDF copy, or replace the title. This process can take a while, though, so if a book does go out of print you should try to get a used copy quickly or plan to check the title out from your library.

HINT: Many libraries will allow you to photocopy out-of-print books for personal use.

- **E-readers:** Most students and their teachers do prefer to have a hard copy, so we encourage you to either purchase or download and print each title. If you choose to use e-readers, please note that we do not recommend them for students in Form 1 because we have found that the students tend to have difficulty tracking on such devices. The technology itself can be a major distraction even for older students, so if you need to rely on e-readers to save money, we recommend that you purchase a plain version, such as the Kindle Paperwhite. This model does not include games or internet browsing, and it is not backlit, which makes it easier on the eyes and gives you the ability to use it outdoors without glare. As a caution, though, research is showing that we do tend to retain more of what we read on paper than what we read on devices.

- **Prices:** We included the list price for a new copy of each book on the Program. This price was accurate at the time the list was compiled, but prices are subject to change. Consider this information an estimate only. (There is no need to alert us if you find a different price.) Our hope is that having an idea of what books cost new will aid you in deciding which resources to purchase, which to leave off, which to look for at used book sales, and which to check out from your local library.
- **Versions/Editions:** Sometimes we find that Amazon will redirect customers to a book from a different publisher or a different edition of a book if the specific one we chose is temporarily out of stock. That is why we included cover photos, ISBN numbers, and edition numbers of the books. Our Lesson Plans are written from the specific version to which we link in the Program. If you choose to purchase a different copy or edition or use a copy you already own, understand that the page numbers in the plans may not match what you have.
- **Ownership:** As a general rule, Mason encouraged that students each have a copy of every book and art print. Though we recognize that this could be a financial hardship for most schools and families, we do encourage you to pick some books that can belong to just one student, who can then be free to make marginal notes and underline or highlight passages. This kind of ownership makes a big difference to students. Research shows that as they build their own personal libraries, students come to see themselves as readers and active participants in the Great Conversation of our culture. Later, those libraries can be taken with them to pass on to their own children. Schools might consider asking parents to provide copies of books for their students. Homeschool parents can think about asking for personal copies of certain books as gifts for their children for Christmas, birthdays, and other occasions. And always take a moment to reflect with your students before reselling a book, as it is so much fun to see which books they choose to keep.

Creating a School Calendar

We designed our lesson plans to last 180 days, which follows Mason’s example of 12-week terms, and which is the standard number of school days required in most states. We strongly recommend sticking to that number. If you decide 180 is not the number for you (and you are in compliance with your state’s laws), then you will need to decide how to alter the plans to fit your chosen school calendar.

HINT: If you are using the Alveary in a co-op setting (see [Terms & Conditions](#)), try planning your calendars together. That way you don’t have to worry about some students being ahead of others. This small concession can pay big dividends!

There are some things to consider when creating your school calendar. How are you going to spread out your 180 days? Do you want lots of time off at Christmas? Do you want to try year-round school? Do you need to follow your local public school calendar? Do you want a four-day school week? Are you having surgery or a new baby or a big move that you need to schedule around? Go ahead and write down all of the things you will need to factor in. Once you have those listed, you can either use a paper calendar, a spreadsheet template, or a free program like [Calendar Labs](#) or [Calendarpedia](#) to help with creating your school calendar. These templates can be used in Excel or Numbers to create a custom calendar. We have included a few sample school calendars on the following pages to give you some ideas. You can expect to spend about an hour creating your school calendar.

HINT: Invest as much time as you can doing as much prep as you can prior to the June 1 publication date for our Lesson Plans. This should put you in good stead for beginning school in a peaceful state.

However you choose to structure your school calendar, please remember that all Alveary Lesson Plans are available from June-June. The new plans are posted for renewing members on June 1, and the old plans are archived on June 30 each year.

HINT: If you plan to extend your school year beyond June 30, you will need to download or print any/all needed materials prior to June 30.

Sample 1: 5 Days Per Week (Year-Round)

This is our favorite because it follows Mason's school calendar very closely. It gives you five weeks for planning during July and August. There are 11 weeks of instruction, 1 week of exams, and then a nice, long break so that everyone has time to rest and pursue other interests before coming back to school refreshed. This break also gives the teacher time to assess exams, reflect on the previous term, and do some planning for the next term. In this example, we scheduled breaks around Thanksgiving, Christmas, and Easter.

2022-23 School Calendar (5 days, Year-Round)							Calendarpedia Your source for calendar
July 2022							
Su	Mo	Tu	We	Th	Fr	Sa	
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3	4	5	6	7	8	9	
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August 2022							
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28	29	30	31				
September 2022							
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October 2022							
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November 2022							
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27	28	29	30				
December 2022							
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January 2023							
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29	30	31					
February 2023							
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26	27	28					
March 2023							
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26	27	28	29	30	31		
April 2023							
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May 2023							
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28	29	30	31				
June 2023							
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18	19	20	21	22	23	24	
25	26	27	28	29	30		
Key							
School Days							
Exam Days							
No School							
US/Religious Holidays							
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Data provided 'as is' without warrant							

Sample 2: 4 Days Per Week (Year-Round)

Some people enjoy having a 4-day school week so that they have plenty of time for excursions and an easier life balance. Here is an example of how you can keep your 4-day school week while still getting in 180 days and building in a little time after exams for reflection and planning. **Please note that a 4-day week does not mean that you extend your school day to fit 5 days worth of work into 4.** Instead, subjects can be “looped.” For example, in your first week of school you would do days 1-4 and in your second week you would complete days 5-8 (as opposed to 1-5 the first week and 6-10 the second).

2022-23 School Calendar (4 days, Year-Round)							Calendar <p><i>pedia</i></p> Your source for calendars	
July 2022								
Su	Mo	Tu	We	Th	Fr	Sa		
					1	2		
3	4	5	6	7	8	9		
10	11	12	13	14	15	16		
17	18	19	20	21	22	23		
24	25	26	27	28	29	30		
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August 2022								
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28	29	30	31					
September 2022								
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October 2022								
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30	31							
November 2022								
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27	28	29	30					
December 2022								
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18	19	20	21	22	23	24		
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January 2023								
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22	23	24	25	26	27	28		
29	30	31						
February 2023								
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19	20	21	22	23	24	25		
26	27	28						
March 2023								
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April 2023								
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May 2023								
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June 2023								
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18	19	20	21	22	23	24		
25	26	27	28	29	30			
Key								
School Days								
Exam Days								
No School								
US/Religious Holidays								

Sample 3: Traditional

Some people choose to schedule a more traditional school calendar with a long summer break. This might be an especially good option for homeschools/schools that need to closely follow the calendars of their local public school districts or for families who have some students at school and some at home. Having everyone on the same schedule can make things run much more smoothly. This sample calendar incorporates time for reflection and planning after exams.

2022-23 School Calendar (5 days, Traditional)

Calendarpedia
Your source for calendars

July 2022						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
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August 2022						
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September 2022						
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October 2022						
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16	17	18	19	20	21	22
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30	31					

November 2022						
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December 2022						
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January 2023						
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February 2023						
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March 2023						
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April 2023						
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May 2023						
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June 2023						
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11	12	13	14	15	16	17
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Key

School Days

Exam Days

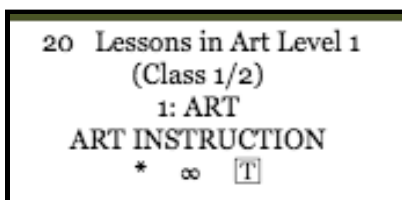
No School

US/Religious Holidays

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Creating and Following Your Schedule

If your students are in high school, you may not need to create a schedule, since the plans are written directly to students and they are given sample schedules to customize. For Grades 1-8 (Forms 1-3), we offer sample schedules, as well as both printable and digital course tiles. If you are only teaching one student or age group, you might simply use the appropriate sample schedule as-is. If you need to make some adjustments, you can print the paper tiles, throw out any you do not need (e.g. Canadian or US history and French or Spanish), and play around with different configurations until you find one that works for you. You can also choose to use the drag-and-drop digital tiles, which will automatically calculate the number of minutes in each day so that you can stay within those boundaries (see below). Here is a picture of a course tile, followed by a symbol key:



LESSON TIME	ACTIVITY LEVEL	TEACHER ATTENTION
<p>* Morning Lesson: Should fit within recommended allotted time in morning schedule:</p> <p>150 min Form 1 180 min Form 2 240 min Form 3 ~300 min Forms 4-6</p> <p>_ Not Morning Lesson: Includes Afternoon Occupations, evening reading, labs, etc., that do not fit inside the morning schedule</p>	<p>∞ Busy Bee Wings: Expect lively conversation and/or hands-on activity</p> <p>_ No Busy Bee Wings: Quieter/less active tasks such as reading</p> <p><i>Use this when thinking about what multiple students in the same space are doing at the same time.</i></p>	<p>[T] Full [■] Half [□] Little _ None or Written to the Student</p>

On the Art tile above, you can see that this course meets for 20 minutes one time per week, that it is assigned to Grade 1, that the lesson takes place in the morning, that it is an active hands-on activity, and that it requires the teacher's full attention.

As you create your schedule, you will want to make sure to pay attention to the teacher's schedule, too. If you are juggling multiple students or groups, be careful not to schedule two courses at the same time that both require full teacher attention. You will need to think about what one group can do independently while you work with another. You will also want to think about the activity level, so that your students are not sitting for too long at a time. As a general rule, try not to schedule more than two quiet activities back-to-back before changing things up with something more active. It is also important to vary the subjects in order to keep students' minds fresh. For example, you would not want to assign students to read American History followed by World History; instead, schedule something completely different, like Poetry or Science, after an American History class.

Those who prefer to work in a spreadsheet can either customize a sample schedule or begin from scratch, using the drag-and-drop function. Each set of schedules contains its own directions and guidelines. Follow the instructions in the Welcome tab of the Digital Resources tool to create your customized schedule.

Once your schedule is created, display it where students can see it. Some people like to adhere strictly to their schedules. If this is your preference, make sure you set that expectation with your students. You might choose to use a timer to stay on track each day.

Do keep in mind that some students find this helpful while others find it distracting. Silent timers on your watch or phone will minimize distractions for your students.

Other people prefer to hold their schedules more loosely. These teachers might enjoy simply listing the subjects that will be covered that day without the expectation that they will be done in any specific order. This allows for flexibility when one subject ends a few minutes early or late. It also allows you to take a break or shift to a different type of lesson in the moment if you sense your students are tiring. Whatever your style, the most important thing is that your students know what to expect.

Getting To Know Your Lesson Plans (Available June 1)

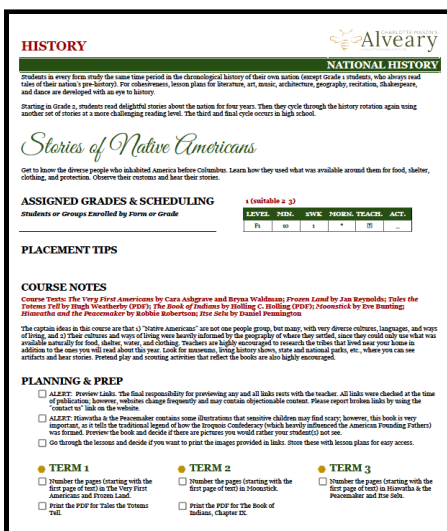
Grades 1-8 (Forms 1-3)

The lesson plans for Grades 1-8 are written to the teacher, although Form 3 students (and maybe some Form 2 students) will be able to use them independently in some subjects. Each lesson plan set contains the following:



Cover Page

Each lesson plan set has a cover page, which you can choose to print or not. (If you do a bulk order from [Family Nest Printing](#), the cover pages will be printed automatically and in color.) The cover page includes the subject, the course title, and the grade(s) for which it is assigned. You can see from the number in the honeycomb on the example that this course is assigned only to Grade 1 students.



Header Page

Next is the Header Page. The top half of the page contains a description of the course, along with placement and scheduling information. The grade level to which it is assigned (as well as other grade levels for which the course would be suitable) is on the right, in red.

The bottom half of the page contains course notes, including the title(s) of the text(s) used in the course and any information to which you should be apprised prior to teaching. The Planning & Prep section tells you what you should do to plan for the year, as well as for each term.

Daily Lesson Plan Pages

TERM 1		
<p>01 The First Americans</p> <p>→ INTRO: Point to Inca (Tigra and Ruyter Rivers) on a globe. This is where the Garden of Eden is believed to have been. From there, where would people spread out and walk as the population grew? Point to North America. Could they walk here? How do you think they might have gotten here?</p> <p>→ RN&D: The Very First Americans p.1-10 "Long ago", "The name stick."</p> <p>→ Find the Bering Strait on the globe.</p>	<p>02 People of the Tundra</p> <p>→ INTRO: When the first people came to America, some stayed in the frozen north (see picture). Humans need food, water, shelter, and the right clothing to survive. How might you get these things if you lived here? Find the Hudson Bay on a globe. This is where our story takes place. Is it near where you live?</p> <p>→ RN&D: Frozen Land p.1-8 "As the sun" - "be a fish."</p>	<p>03 Caribou and Other Animals</p> <p>→ INTRO: What kinds of animals do you think live near Kenagah? What do you think you might eat?</p> <p>→ RN&D: Frozen Land p.9-16 "Kenagah town", "the wolf skin."</p>
<p>04 Making an Igloo</p> <p>→ INTRO: What do you like to do when you spend time with your grandparents? Are there any special stories or songs that like to share? Today, Kenagah's grandparents are coming for a visit.</p> <p>→ RN&D: Frozen Land p.17-19 "Playing outside", "snow and ice."</p>	<p>05 Story: The Owl and the Lemming</p> <p>→ INTRO: This is a "stickler tale" from the Eskimo/Inuit people. Lots of cultures have these kinds of stories. In the video, you will hear Inuit language and music. See if you can figure out why this kind of story is called a "stickler tale."</p> <p>→ VIEW & DISCUSS: • Video: Owl and Lemming</p>	<p>06 People of the Pacific Northwest</p> <p>→ INTRO: Not all of the first Americans stayed in the frozen north. Look at this picture. How is the land different from where Kenagah lives? What do you think people who lived here would have needed for food, water, shelter, and clothing?</p> <p>→ Image: Pacific Northwest</p> <p>→ RN&D: The Very First Americans p.20-8 "Olan the Chook", "fish he was."</p>
<p>07 Comparing Two Ways of Life</p> <p>→ VIEW & DISCUSS: Study the picture. Talk about some of the differences you notice between how these people live and how we live. How do you think they would be different if you were to visit this village, what might she find strange? If one of these children were to visit Kenagah, what would she need to do differently to survive?</p> <p>The Very First Americans p.9-6</p>	<p>08 Totten Tales</p> <p>→ INTRO: Find British Columbia on a globe. Is it very close to the Hudson Bay? Is it close to where you live? The people we will learn about live in this area.</p> <p>→ INTRO: One of the tribes of the Pacific Northwest is the Haida. In this video, a Haida tribal member tells us about totem poles and other parts of their culture.</p> <p>→ VIEW & DISCUSS: • Video: Haida Culture</p>	<p>09 Totten Tales</p> <p>→ RN&D: Take the Totem Tell "The First Totem Pole" p.1-9 "When Buckleup", "the totem pole."</p>
<p>10 Totem Tales (cont.)</p> <p>→ RN&D: Take the Totem Tell "The Raven and the Indians" p.10-17 "Of all the", "touched the axon."</p>	<p>11 Catch-Up Day</p> <p>→ Use this time to catch up on lessons in this or another course, or explore Extra Helpings</p>	<p>12 Raven Walk</p> <p>→ Answer question(s) related to course. Questions will come from: The Very First Americans, Frozen Land, & Take the Totem Tell</p>

We designed these pages so that for courses that meet once per week, an entire term will fit on one page. For those who want to print as little as possible, these pages are all you really need. There are many different ways to organize these, and we strongly recommend that you check The Hive for creative ideas. Perhaps the simplest idea is to print this page, fold it in half, and use it as a bookmark in the book for the course. You can also organize them in notebooks by subject, by student, or by day.

Some of our members prefer a paperless experience. These people sometimes organize their lesson plans in an app such as [iBooks](#) and simply open them when they need them. Others use tools like [Trello](#) to make and keep up with daily or weekly assignments. One feature our members especially appreciate is the ability to copy and paste each day's lesson. This means that you can create your own spreadsheet or Trello board(s) with weekly assignments across all subjects. Again, check [The Hive](#) (#HowWeAlveary videos) to see all the ways our members have created to make the Alveary work for them.

Here are two lessons up close and a key to the symbols you will see on the lesson plans page:

02 People of the Tundra

→ **INTRO:** When the first people came to America, some stayed in the frozen north (see picture). Humans need food, water, shelter, and the right clothing to survive. How might you get these things if you lived here? Find the Hudson Bay on a globe. This is where our story takes place. Is it near where you live?

★ **Image:** Frozen Tundra

→ **RN&D:** Frozen Land p.1-8
"As the sun" - "be a fish."

26 The Iroquois Confederacy

📌 **Read "Historical Note" on p.43.**

→ **INTRO:** Point to the Great Lakes on a map or globe. This story takes place on the eastern shores, where there were five tribes who were constantly at war with one another.

→ **RN&D:** Hiawatha and the Peacemaker p.1-10
"A fierce scream" - "great Peacemaker."

📌	The "P" stands for "Prep." This means there is something you need to do prior to teaching this lesson. This may include reading something, cutting out word cards, gathering supplies, etc.
ALERT: Sensitive Content	This tells you that you need to preview the page(s) indicated. We flag things that are of concern to diverse people, such as sensual/suggestive material, racially insensitive language, violence, and age of the earth issues. We leave it to our members to decide how to handle such content.
→	The arrow marks the "blocks," or steps, of a lesson.
RN&D	Stands for "Read, Narrate, & Discuss." You will see this in just about all the lessons. This section tells you the book title, chapter or page numbers, and the beginning and ending phrases of the day's passage.
★	The black star indicates that there is a link you need to access from the Links page.
☆	The white star indicates that you need something outside of the ordinary for this lesson, such as a supply or a book from another course.

MATH		<i>Suggested Passages</i>	
		MATH HISTORY	
<i>The Story of Geometry Level 1</i>			
01 TERM 1	Week 1	▲ CW: String, Straight-Edge... "Prologue" p.8 "Through the" - "us to visit."	
02 TERM 1	Week 2		▲ COMP: Descriptive Look around the room in which you are sitting or outside. Write a paragraph telling what elements of mathematics (including geometry) you see. String, Straight-Edge... Ch.1 p.12-13 "Geometry itself" - "into them."
03 TERM 1	Week 3	▲ D&G: Dictate 1 Paragraph String, Straight-Edge... Ch.1 p.13-14 "Within" - "really began."	
04 TERM 1	Week 4		▲ COMP: Descriptive Describe an object in terms of its shape. Use geometry words such as line, curve, spiral, perpendicular, etc. String, Straight-Edge... Ch.1 p.17-18 "Before we" - "living things."
05 TERM 1	Week 5	▲ CW: String, Straight-Edge... Ch.1 p.17 "Gaze at" - "and calculations."	
06 TERM 1	Week 6		

Suggested Passages

The next page, labeled "Suggested Passages," contains recommendations for copywork (CW), dictation (D&G for Dictation & Grammar), and composition (COMP) for that course. Of course, you are always free to choose your own, but this is a way in which everything can be integrated without your having to do that work yourself. Please note that you will likely have more suggestions in any given week than you can use, so just choose the ones that interest you and/or your students most. While these suggestions are spread throughout the curriculum, you can make note of which ones you use in your lesson plans or in a daily planner.

SCIENCE		<i>Occupations</i>	
		NATURAL HISTORY 1	
<i>Stories from Nature Level 1</i>			
01 TERM 1	Week 1		
02 TERM 1	Week 2	● TAKE A NATURE WALK & Record observations What kinds of big cats live near you? Look for evidence of them. ★ Image: What Kind of Track Is It?	● OBJECT LESSON Handbook of Nature Study Watch a domesticated cat. "The Cat" Lesson 64 p.265-266 African Critters "The Leopards of Singita" p.9-17
03 TERM 1	Week 3		● SCIENCE NOTEBOOK Draw a mother elephant protecting her baby. African Critters "The Elephants of Okavango" p.19-27
04 TERM 1	Week 4	● TAKE A NATURE WALK & Record observations What kinds of wild dogs live near you? Look for evidence of them.	● OBJECT LESSON Handbook of Nature Study Watch a domesticated dog. "Dogs" Lesson 63 p.258-260 African Critters "The Wild Dogs of Mala Mala" p.29-37
05 TERM 1	Week 5	● TAKE A NATURE WALK & Record observations What animals live near you that hunt other animals? Watch for birds or other hunting animals during your walks.	

Occupations

Next, you will see the Occupations page. These are done in the afternoons. The types of activities on this page will vary by subject. Among them, you will find brush drawing, object lessons, things to look for on your daily walks, science and citizenship notebook entries, and important dates for history charts. Again, you will find more options than you have time for, so choose varied activities that interest you and your students.

Note: In Forms 2+, Science Labs are scheduled as Occupations, because they cannot be done in the time allotted in the mornings; however, these should not be considered optional. Make them a priority each week.

Examination

GEOGRAPHY NATIONAL & WORLD GEO.

Exploring Our Provinces & Territories 3L 3U

● **TERM 1**

FORM 3

- Make a rough sketch of Manitoba (boundaries, cities/towns, rivers, lakes, etc.). Tell what you know about the Lake Agassiz Basin and the Red River Valley.

OR

- Make a rough sketch of Saskatchewan (boundaries, cities, towns, rivers, lakes, etc.). What would you expect to see in southern Saskatchewan? In northern Saskatchewan?
- Describe how the different geographical features of these provinces shape their identity and industry.

● **TERM 2**

FORM 3

- Make a rough sketch of Alberta (boundaries, cities, towns, rivers and lakes, other features, etc.). What would you expect to see at the southern border between Alberta and British Columbia? In southeastern and south-central Alberta? Northeastern Alberta? Between the North Saskatchewan and Bow Rivers?

OR

- Make a rough sketch of British Columbia (boundaries, cities, towns, rivers, mountain ranges, etc.). What would you expect to see along the BC/Alberta border? Along the west coast? Off the coast? In the interior?
- Tell about the major industries of either province and indicate how the geography of the land lends itself to those industries.

Exams

The next page in the lesson plan set is the exam page. You can remove these pages and put them together in a notebook for exam time. We will also provide comprehensive exam documents for each grade; however, if you have students that straddle forms/grades, you can look on this page for the correct exam questions for the courses they are taking.

Extra Helpings

HISTORY NATIONAL HISTORY

Stories of Native Americans For students with a high level of interest.

PROJECTS & ACTIVITIES

● **TERM 1**

- Go fishing.
- Play the "Slippery Stick Game."
- Make a totem pole out of an empty paper towel roll. Can you use it to tell the story of your family?
- Visit a museum or learning center for people of the Pacific Northwest.





● **TERM 2**

- Make a pot or a model of a Hopi house out of clay or Play-Doh.
- Visit a desert or a prairie if you live near enough.
- Visit a museum or learning center for people of the Southwest or the Great Plains.
- Make a moonstick and mark each full moon. (You can find the dates [here](#).) Use the traditional names given, or make up your own according to what you notice happening in nature where you live.

● **TERM 3**

- Try hominy.
- Visit a museum or learning center for people of the Great Lakes or the Eastern Woodlands.

BOOKS, GAMES & MORE

RESOURCE INFORMATION	SCOPE	BUY/FREE
 Wigwam Stories Told by North American Indians by Mary Catherine Judd ISBN/ASIN 342201379 → This is a collection of traditional stories from various Indigenous tribes. This book is in the Public Domain and can be accessed on HathiTrust.org .	Term 1 Term 2 Term 3	\$25.00
 The Book of Nature Myths for Children by Florence Holbrook ISBN/ASIN 1482027114 → This book contains 53 nature myths, mostly from Native American traditions.	Term 1 Term 2 Term 3	\$8.00
 They Dance in the Sky: Native American Star Myths by Jean Guard Monroe & Ray A. Williamson ISBN/ASIN 618809120 → This book tells the Native American stories behind constellations. It would be particularly good for those with high interest and some background in astronomy.	Term 1 Term 2 Term 3	\$9.00
 North American Indian by David Murdoch ISBN/ASIN 978072610814 → Children will enjoy looking at pictures of Native American artifacts as they read about the many diverse tribes.	Term 1 Term 2 Term 3	\$12.00

©2021 Charlotte Mason Institute® Stories of Native Americans p.11

Extra Helpings

The Extra Helpings page is the last page you will see in each lesson plan set. You will want to have a look at these pages prior to beginning your year to give you ideas for field trips and projects, but for the most part this section is provided for students who are showing a high level of interest in the course. The page contains lesson extensions, links to videos, books for free reading, games you can play, and more.

While this resource can be exciting, if you try to do too many of these things it will become overwhelming. Choose carefully and listen to your students. None of the activities here are required; they are simply offered to those students who are hungry for more in any particular subject.

Grades 9-12 (Forms 4-6)

The lesson plans for high school are written directly to the students. To help prepare them for college, we set the expectation that the students should be growing in their ability to follow a schedule on their own. The lesson plans instruct them in what to do and when they need to schedule time with their teacher for reading, discussion, or to go over completed work. For schools and homeschools using these plans, the teacher's role becomes primarily one of accountability, discussion, and camaraderie. See Appendix 8 for more information on high school.

Example of High School Lesson Plan:

World, American, Cultural, and Ancient History

TERM 2

Week 1	<p><input type="checkbox"/> 61 Cultural Hist. (40)</p> <p>→ NOTE: Chapter 5, "School For Smoking" contains much of the same content as 1493 on the spread and use of tobacco (and opium) during the 18th Century. Feel free to read it on your own if you like, but it is not assigned.</p> <p>Remember: When a Vermeer painting is linked for a lesson, take a few minutes to do a Picture Study on your own BEFORE reading.</p> <p>→ READ: Vermeer's Hat p.152-159, stop after, "China."</p> <p>→ WRITE: What are some important points you noticed/learned from your reading about Vermeer's Woman Holding a Balance?</p> <p>→ VIEW: ★ "Woman Holding a Balance"</p>	<p><input type="checkbox"/> 62 U.S. Hist. (40)</p> <p>→ INTRO: This resource, though a bit more difficult reading level and content, brings the events into the bigger picture of revolutionary times. The narrative sheds light on more details and helps the reader become familiar with the interplay of people and events.</p> <p>Divide the Preface-chapter 3 evenly over the term (about 9 pages per week); try to include whole stories or episodes if applicable so that you are not stopping in the middle of a section.</p> <p>→ READ: The Quartet 1/2 Preface</p> <p>→ NARRATE: Tell someone about your reading.</p>	<p><input type="checkbox"/> 63 Classical Era (40)</p> <p>● Mark artifacts, events, people, publications, etc. for your B of C.</p> <p>Download and print ★ Antigone by Sophocles</p> <p>→ INTRO: A near contemporary to Aeschylus (author of The Persians) and also an Athenian, Sophocles (497-406 BC) is famous for a series of Greek tragedies about a fictional king of Thebes named Oedipus and his family. Antigone is his third play in the cycle.</p> <p>→ RN&D: Antigone lines 1-601 (not the lines in brackets)</p>	<p><input type="checkbox"/> 64 Classical Era (30)</p> <p>● Mark artifacts, events, people, publications, etc. for your B of C.</p> <p>→ RN&D: Antigone lines 602-1058 (unbracketed)</p>	<p><input type="checkbox"/> 65 World Hist. (40)</p> <p>● Make a chart with a column each for World and American History and keep a running list of important people and places you find while reading. Remember to add to your Book of Centuries. Use sticky notes or something else to mark/note significant people, events, artifacts, etc. while reading to help you remember to put them in your Book of Centuries.</p> <p>This resource will continue in Term 3.</p> <p>Remember the difference: EIC is British and the VOC is Dutch.</p> <p>→ RN&D: Silk Roads p.256-262 stopping after "The Golden Age was dawning in England."</p>
	<p><input type="checkbox"/> 66 Cultural Hist. (40)</p> <p>→ READ: Vermeer's Hat p.217-220, stopping after, "as a world power."</p> <p>→ READ & NARRATE:</p>	<p><input type="checkbox"/> 67 U.S. Hist. (40)</p> <p>● Use sticky notes or something else to mark/note significant people, events, artifacts, etc. while reading to help</p>	<p><input type="checkbox"/> 68 Classical Era (40)</p> <p>● Mark artifacts, events, people, publications, etc. for your B of C.</p> <p>→ READ: Antigone</p>	<p><input type="checkbox"/> 69 Classical Era (30)</p> <p>● Mark items for B of C.</p> <p>→ RN&D: Ancient Empires p.134-142</p>	<p><input type="checkbox"/> 70 World Hist. (40)</p> <p>● Review Course Notes on 1493.</p> <p>If you have already read the Introduction, review</p>

Other Alveary Resources

Book Shelf

The Alveary Book Shelf contains over 1,000 titles that you and your students can choose from for free reading. The list contains historical fiction, travel readers, classics, picture books, biographies, science topics, and more, each tagged with the grade levels for which we feel the book is appropriate. You can filter your results to only view titles for a specific age and/or topic, or you can search for a specific title or author to easily see if it is on our list. This Book Shelf is updated yearly by June 1, so that the titles correlate with the History Cycle for the year. If you have suggestions for titles to add to our list, please write to us via the [CONTACT](#) button.

809	The Story of the "Old Colony" of ...	Samuel Eliot M...	Bio			3
810	Terror of the Spanish Main	Albert Marrin	Bio			3
811	They Loved to Laugh	Kathryn Worth	Lit			3 4
812	Roller Skates	Ruth Sawyer	Lit			3 4
813	The Sword in the Stone	T.H. White	Hist. Fic.			3 4
814	Kon-Tiki: Across the Pacific in a R...	Thor Heyerdahl	Geo			3 4
815	The Devil of the Woods	Paul Annixter	Sci	Nat. His.	Bio	3 4
816	Wapiti the Elk	Rutherford G. ...	Sci	Nat. His.	Bio	3 4
817	Robber Baron of Bedford Castle	A. J. Foster, E. ...	Hist. Fic.			3 4
818	The Shining Company	Rosemary Sutcl...	Hist. Fic.			3 4
819	For Charlemagne!	F. Emerson And...	Hist. Fic.			3 4
820	Sword Song	Rosemary Sutcl...	Hist. Fic.			3 4
821	The Namesake: A Story of King Al...	C. Walter Hodg...	Hist. Fic.			3 4

Reflective Practice Plan Book

The [Reflective Practice Plan Book](#) is a 64-page teaching companion that puts you inside the mind of a master teacher. Each week, there are tips and check-in questions based on Mason's principles that will help you grow, develop insight, and hold yourself and your students accountable with grace. It also contains book recommendations for teachers and many types of planning pages, including a habit tracker, an attendance record, a page to plan your field trips and afternoon occupations, a record sheet for hours spent outside, and even a grocery list. This resource has been called a "game changer" by our members.

The image displays three pages from the Reflective Practice Plan Book. The first page is titled "Week 1: Establishing Routines and Habits" and discusses the importance of routines in the first few weeks of school. The second page is titled "Week 4: Checking In With Your Students" and provides a checklist of questions to ask students, such as "How do you think things are going so far?" and "What are your favorite parts of school?". The third page is titled "Students as Persons" and contains a table with various developmental areas and their corresponding questions.

Students as Persons	
Treating our students as persons requires knowing them. In a journal, consider the following about each of the students you teach. If you are not sure what to answer, make that a point of observation during Term 1.	
Physical Development	<ul style="list-style-type: none"> Height & Weight Current level of Activity
Academic Development	<ul style="list-style-type: none"> How well does the child read and comprehend? How well does the child understand mathematical concepts? How well does the child express him/herself orally and/or in writing? To what degree does the child love the outdoors and living things?
Social Development	<ul style="list-style-type: none"> How easily does the child make friends? How does the child handle conflict with others (friends, siblings, adults)?
Emotional Development	<ul style="list-style-type: none"> How well does the child articulate feelings and needs?
Spiritual Development	<ul style="list-style-type: none"> To what degree has the child developed good character? To what degree has the child developed a relationship with Christ?
Habit Development	<ul style="list-style-type: none"> How does the child respond when faced with something difficult? How well does the child care for belongings?
Strengths	<ul style="list-style-type: none"> In what areas does the child shine and/or have keen interest?
Weaknesses	<ul style="list-style-type: none"> What is most difficult for the child?
Goals	<ul style="list-style-type: none"> Set one goal for the term aimed at building on a strength. Set one goal for the term aimed at shoring up a weakness.

Knowledge Base

The [Knowledge Base](#) is the place to find training on a multitude of topics related to Charlotte Mason's philosophy and methods. From the theoretical to the practical, these resources allow you to learn under some of the most knowledgeable voices in the Mason community. The content includes over 60 [webinars](#) that were recorded over the last five years, as well as past [CMI conference lecture recordings](#), [blogs](#), and [curated Parents' Review collections](#), organized by topic and fully searchable.

The screenshot shows the Alveary Knowledge Base interface for the Science category. At the top left, it says "KNOWLEDGE BASE" and "SCIENCE". Below this are four filter buttons: "VIDEOS", "BLOGS", "PARENTS' REVIEW ARTICLES", and "OTHER RESOURCES". The "VIDEOS" button is selected. The main content area displays three video thumbnails. The first two are from Vimeo and have titles: "Christians Leading in the Sciences with Dr. Jim Peterson - 3.12.20" and "Mason's Approach to Science with Danielle Merritt-Sunseri and Dr. Jen Spencer - 1.9.20". The third video is titled "Scaffolding Nature Study with Dr. Jen...". On the right side, there is a "Subjects" menu with a list of categories. The "SCIENCE" category is highlighted in gold, and it has a sub-menu with "Architecture" and "Science".

Implementing a Soft Launch

The Alveary represents the whole of the Charlotte Mason feast. While both newcomers and seasoned Mason educators love that about us, it is very easy to become overwhelmed when faced with the full picture and then to burn out by trying to do it all from the first day. We developed the Soft Launch because we sensed a need for a type of “on-ramp” to full implementation.

We created this Soft Launch option for people who:

- Are feeling overwhelmed by the thought of implementing the full feast all at once,
- Are not familiar with Charlotte Mason or her methods,
- Are not accustomed to teaching,
- Are homeschooling multiple students for the first time,
- Have extenuating family circumstances (birth of a baby, medical issues, move to new home/city, loss of employment, etc.),
- Prefer a more gradual start-up experience (like stepping into a pool, rather than diving in head first), and

for schools that are new or that are transitioning to the Charlotte Mason model.

Our main objective in creating the Soft Launch is to help you evaluate which subjects to begin with and which subjects to add later. We looked over all of the subjects normally taught in each grade level in a year. We identified the ones with higher learning curves for the teacher, then spread out the introduction of those subjects over the course of two years.

Here are some of the questions we considered in ordering the subjects for a soft launch:

- Which subjects are more comprehensive in nature and build throughout the year?
- Which subjects require less prior teaching experience?
- Which subjects are easier to add later (for various reasons)?
 - Shakespeare and handicrafts, for example, cover content each term that easily stands alone (self-contained).
 - Sol-fa is taught via videos which are available throughout each school year (so it’s not a problem at all for you to be starting with Lesson 1 in October--or March, for that matter).

As you find your rhythm, we would suggest that you begin to prepare for the subjects you will introduce next by studying Part 3 of this Tutorial, looking for webinars in the Knowledge Base, and familiarizing yourself with the curriculum materials.

On the following page you will see a sample timeline for gradually implementing Charlotte Mason’s full feast. Please understand that this timeline is merely a suggestion for ease of acclimation to the Alveary curriculum. Feel free to add subjects at a pace that suits your school or family--as you feel comfortable and/or according to student interests or teacher expertise.

Lastly, be absolutely unapologetic. Unlike the teachers who were trained under Charlotte Mason at her House of Education, you do not have the luxury of devoting two whole years to learning both the content and the methods *before* diving in, and it is very unlikely that you have access to a lab school where you can go watch Mason teachers in action and try out the methods with support. Purpose to keep your expectations for yourself and your students at a reasonable level as you start this journey.

For high school students starting with Mason’s methods for the first time, it is best to keep in mind the courses that may be required for college or work in the future. Bible, math, English, and science are typically required courses for each year of high school, followed by history and world languages for two or more years. Music, art, nature study, and handicrafts will grow the feast as the students and teachers become acclimated to the Alveary and Mason’s methods. Geography, citizenship, and the rest are added as soon as the students and teacher are ready. As always, consider the needs of the student when making decisions.

Sample Soft Launch Implementation Schedule for Grade 1-3:

YEAR ONE	YEAR TWO
<p>TERM 1: Week 1</p>	<p>TERM 1:</p>
<p>Bible Literature US/CA History Science Math Reading & Language Lessons</p>	<p>Spanish or French Written Narration/Composition (1a) Sloyd Piano</p>
<p>TERM 1: Week 6</p>	<p>TERM 2:</p>
<p>Sol-fa Hymns, Spirituals, & Folk Songs History Charts Penmanship/Copywork Art Lessons Daily Poetry Reading</p>	<p>None</p>
<p>TERM 2: Week 1</p>	<p>TERM 3:</p>
<p>Physical Education Composer Study Recitation Geography</p>	<p>None</p>
<p>TERM 2: Week 6</p>	
<p>Picture Study Exams</p>	
<p>TERM 3: Week 1</p>	
<p>Daily News Handicrafts</p>	

Sample Soft Launch Implementation Schedule for Grade 4-6:

YEAR ONE	YEAR TWO
<p>TERM 1: Week 1 Bible Literature US/CA History Math Science</p> <p>TERM 1: Week 6 Sol-fa Hymns, Spirituals, & Folk Songs History Charts Penmanship/Copywork Art Lessons Daily Poetry Reading</p> <p>TERM 2: Week 1 Physical Education World History Composer Study Geography Dictation Recitation</p> <p>TERM 2: Week 6 Art Appreciation Exams</p> <p>TERM 3: Week 1 Handicrafts Daily News Citizen Stories Shakespeare</p>	<p>TERM 1: Spanish or French Written Narration/Composition Grammar Ancient History Sloyd Piano</p> <p>TERM 2: Latin Keyboarding</p> <p>TERM 3: Plutarch</p>

Sample Soft Launch Implementation Schedule for Grade 7-8:

YEAR ONE	YEAR TWO
<p>TERM 1: Week 1</p>	<p>TERM 1:</p>
<p>Bible</p>	<p>Spanish or French</p>
<p>Literature</p>	<p>Written Narration/Composition</p>
<p>US/CA History</p>	<p>Grammar</p>
<p>Math</p>	<p>Ancient History</p>
<p>Science</p>	<p>Sloyd</p>
<p>TERM 1: Week 6</p>	<p>TERM 2:</p>
<p>Sol-fa</p>	<p>Latin</p>
<p>Hymns, Spirituals, & Folk Songs</p>	<p>Self-Knowledge</p>
<p>History Charts</p>	<p>Keyboarding</p>
<p>Penmanship/Copywork</p>	<p>TERM 3:</p>
<p>Art Lessons</p>	<p>Plutarch</p>
<p>Daily Poetry Reading</p>	<p>Lettering</p>
<p>TERM 2: Week 1</p>	
<p>Physical Education</p>	
<p>World History</p>	
<p>Composer Study</p>	
<p>Geography</p>	
<p>Dictation</p>	
<p>Recitation</p>	
<p>TERM 2: Week 6</p>	
<p>Art Appreciation</p>	
<p>Exams</p>	
<p>TERM 3: Week 1</p>	
<p>Handicrafts</p>	
<p>Daily News</p>	
<p>Government</p>	
<p>Shakespeare</p>	

Having Materials Printed

While some of our members prefer to access Charlotte Mason's Alveary on their phones or tablets, most do a lot of printing. Those who wish to select the pages they would like to print at home may benefit from a program like [HP Instant Ink](#). For those who prefer to outsource printing, we have a partnership with [Family Nest Printing](#) that gives you 5% off your order and CMI a small commission. Materials that are released on February 1 can be uploaded individually on their site, since you may wish to choose cardstock or binding options for Teacher Guides, the Picture Study Portfolio, etc. Once the Lesson Plans are released June 1, a bulk order form will be available. Each PDF comes with a FREE color cover, even when you select black and white for your order. The turnaround time is usually 1-2 weeks.

Some members choose to use a local chain printer, such as Staples or OfficeMax. Most have no trouble, but occasionally they are refused as a precaution against making copies of copyrighted material. If this happens, show them the permissions included in the front matter of each set of lesson plans.

Making Charlotte Mason's Alveary Work For You

Finally, remember that the wealth of information, tutorials, and Lesson Plans we provide are intended to be your servants and not your masters. While they provide a great structure for you, always leave room for a lesson to move organically in a direction you may not have foreseen. These are often the best lessons, because they serve as reminders that, as Mason said, we are all working in cooperation with the Holy Spirit.

Part 3: Subjects & Methods

This section is intended to assist you in becoming acquainted with Charlotte Mason's methods in general, and with the Alveary's translation (when needed) of them in particular, in order to help you become the very best Charlotte Mason teacher you can be. The information presented in these pages is a synthesis of Mason's original volumes, PNEU programs, *Parents' Review* articles, and, where it adds insight to Mason's ideas, current research. Each section will walk you step-by-step through the subjects and how they are taught.

Lesson plans for Grades 1-8 (Forms 1-3) are written to the teacher and are very detailed; plans for high school are written directly to the student. By high school, students should be able to look ahead, gather their own materials, and work through the lessons independently for many of the subjects. They should also have internalized the lesson arcs as habits. If your high schoolers are new to Mason, you may want to have them read and reference the arcs for a while. High school is a continuation of the lower years with more independence, growing relationships with expanding ideas and topics, and an increasing ability to communicate in both written and oral forms. The various state and college documentation requirements do not necessitate a shift in methodology. You will notice in each of the subject areas that the high school content is intended to broaden and deepen your students' already established relationships with these subjects. Continue as you have begun and watch as your students grow and develop into the unique image bearers that God has created them to be.

The General Lesson Arc

Like a great story, every great lesson has a well-thought-out beginning, middle, and end; Each one of our lesson plans follows some variation of the following general pattern:

- **Preparation:** This section tells the teacher what materials will be needed, what needs to be done beforehand, and to what ideas (if any) a teacher may want to be alerted.
- **Introduction:** Each lesson begins by connecting back to the previous lesson. Next comes a suggestion for something to pique interest and help the student recall ideas or events. Difficult words may be introduced, though this is not always necessary. Feel free to simply ask, "What was happening when we left off last time?"
- **New Content:** Once the student's mind is fully engaged, the lesson continues with the presentation of the new content. The substance of a lesson is always narrated in some way. Narrating is the mind's chief means of processing and assimilating new information into the long-term memory. Since, as Mason asserted, a student only knows what he can tell, every student should narrate every lesson in some way, and those narrations should generally not be interfered with or interrupted by the teacher.
- **Closure:** After narration, some time is given to discussion, which some call the "grand conversation." This is the point at which students may interject their thoughts, opinions, and connections. Teachers may also share during this time, but much restraint must be practiced in order to avoid taking over the conversation, influencing the student too much by telling him/her what to think about the passage, or pointing out morals. The grand conversation serves to close the lesson and transition into the next one. For students who are working independently, this may happen in their own minds as they are writing their narrations, or they might be asked to initiate a discussion at some other point in the day.

The teacher generally guides students in Grades 1-8 (Forms 1-3) through this arc, although as the habit is established, students can begin to work through it on their own.

Enriching the Lessons

We provide several resources for extending and enriching your lessons:

- **Passages:** For Grades 1-8, check this section of the lesson plan documents to see if there are suggestions for copywork, dictation, and/or composition to accompany what was read that day. You may have more suggestions than you can use each day. Enlist students in helping choose which ones they will do, especially as they get older.
- **Afternoon Occupations/Work:** In Grades 1-8, there is a block of several hours each afternoon devoted to extending learning and helping students develop the habit of using their leisure time well. This section of the lesson plan documents includes things like specimens to look for during nature walks, science labs, object lessons, entering dates on history charts or in the Book of Centuries, piano practice, evening reading, etc. Each day at the close of morning lesson time, look together at your Afternoon Occupations options for that day. You should prioritize any specific reading that is assigned in the upper forms, as well as all of the science labs. Then choose a few things from the list that you will focus on that afternoon. Try to vary the types of activities you choose each day. In high school, this evolves into Afternoon Work, during which there are specific assignments that should be done. The students will need to plan when they will do these during the week (early morning, afternoons, evenings, or weekends). This is in keeping with Mason’s practices.
- **Extra Helpings (Optional):** This is a list of field trips, projects, videos, books, games, etc., that we provide as ideas for aiding students who are showing high interest in a topic and are asking to go deeper. Teachers of Grades 1-8 are encouraged to look at this section when planning for each term to see if there are ideas they wish to incorporate. High school students will find options interspersed throughout their lesson plans.

Now that you have a general idea of the structure of a lesson, let’s examine the lessons by subject. Once you teach each subject a few times you may feel comfortable tweaking your lessons to fit your circumstances and preferences.

Note that students must move at their own pace in such subjects as reading and math. For these subjects, we mapped out the ideal pace as a reference.

Architecture

The lessons include both the history of architecture and structural engineering. Students learn to identify architectural time periods, styles, and features, and they may make frequent drawings in their Books of Centuries.

Lesson Arc for Architecture:

- Connect back to previous lessons.
- Read and narrate.
- Study corresponding pictures from the text and/or the links provided.
- Give students an opportunity to share their thoughts and connections.
- Allow time for students to make drawings of buildings or features in a sketchbook and/or in their Books of Centuries

Content Progression:

Grades 1-3	Grades 4-6	Grades 7-8	Grades 9-12
none	Incidental study within other subjects	Taught as part of History and Science	Separate subject in morning schedule, integrated with History & Science

Art

Art Appreciation

Art Appreciation is also referred to as Picture Study. Students in all grades usually study the same artist each term, although high school students may study someone different or even a collection of artists, depending on the time period. Their study increases in sophistication as the student gets older, integrating content from Art Instruction lessons.

Students study 6-8 pictures by each artist. Each student in Grades 1-8 should have his/her own copies of the prints in the *Our Work* student packet, in addition to the prints that should be displayed. High school students should have their own copies of the prints and at times the lesson plans may call for additional prints to be viewed online.

The biographies provided are intended only for teacher preparation unless otherwise specified. High school students may be directed to read biographies independently. Good artist biographies that are also age-appropriate are difficult to find, so use discernment if you choose to read an artist biography book to your younger students.

Lesson Arc for Picture Study:

- Preparation: The teacher should read the biography of the artist provided with the prints.
- Connect back to previous lessons.
- Tell the students a little about the artist (a few sentences about something interesting).
- Have the students look closely at the picture. Discuss observations. Older students may make observations about artistic elements they have studied. Ask questions from the Picture Talk document (see lesson plans) to get students to look closer. (This step helps students engage at a deeper level and process what they are seeing.)
- Have students visualize the picture (try to imagine it clearly with eyes closed) and then look again.
- Put the picture away. Have students describe it from memory. Students may sketch the chief lines of the piece on the back of the picture or in a separate notebook (not a detailed drawing).
- Have students look once more at the piece and self-evaluate their descriptions/sketches.
- Talk about the title of the piece. Discuss its bearing on the meaning of the picture.
- Hang the print in a prominent place.
- Optional: Allow students to record the artist on the Wall Timeline, on a Century Chart, or in the Book of Centuries.

Content Progression:

Grades 1-3	Grades 4-6	Grades 7-8	Grades 9-12
Look carefully and orally describe	Look carefully and orally describe	Look carefully and orally describe	Independent: Observe and write a narration that includes discussion of the story and any elements learned in Art Instruction. Artist biographies may be added to the program.
Describe from memory	Describe from memory	Describe from memory	Group/Teacher-led: Follow Form 3 instructions.
Discuss the story portrayed in the picture	Discuss the story and elements learned in Art Instruction	Discuss the story and elements learned in Art Instruction	
Optional: Sketch the main lines from memory	Optional: Sketch the main lines from memory	Sketch the lines of composition from memory	Sketch the lines of composition from memory

Art Instruction

Drawing

Drawing techniques are taught explicitly. Students progress from chalk and chalkboard to pastels and charcoal and eventually to pencil. These media help students resist the temptation to draw using only outlines. Teachers prepare by reading from Frederick Glass' *Drawing, Design, and Craftwork* in Grades 1-8. High school students may read from this resource independently.

Lesson Arc for drawing:

- Connect back to the previous lessons and skills learned.
- Introduce new skill(s) discussed in lesson plans and watch tutorial videos.
- Allow time for practice.
- Have the students evaluate their own work by looking back at the models and making notes on how they would like to improve next time.

Brush Drawing

Brush drawing begins with learning how to control the medium to get the desired effect. Students begin working with brush forms to make lines in different directions/patterns and then silhouettes (a.k.a. mass drawings). They will practice using these techniques by imagining and then painting scenes from their books (see Afternoon Occupations in lesson plans).

Lesson Arc for new skills:

- Connect back to previous lessons and skills learned.
- Look at examples of the new skill. Read about it or watch a tutorial video, if provided.
- Allow time for practice.
- Have the students evaluate their own work by looking back at the models and making notes on how they would like to improve next time.

Lesson Arc for drawing scenes from books:

- Connect back to previous lessons and skills learned.
- Choose, or help the students choose, a scene to illustrate.
- Have the students orally narrate the scene and plan which parts they would like to include.
- Allow time for painting, being sure to use some of the techniques from brush-drawing lessons.
- Have the students tell about their pictures and self-evaluate.

Observational Drawing

Students concentrate on visualizing and then translating what they are seeing onto their page in replication of the original. Memory Drawing, Nature Drawing, and Life Drawing all fall under Observational Drawing.

Lesson Arc for memory drawing:

- Connect back to previous lessons and skills learned.
- Optional: Ask the student to try to draw the object from memory without looking first. When finished, bring out the object and compare it with the drawing. Allow the student to self-evaluate which parts are correct and which ones are not.
- Have the student look closely at the object and visualize it (try to imagine it clearly with eyes closed). Discuss which parts might be tricky and pay extra attention to those.
- Once the student feels ready, remove the object from sight and have the student draw it from memory.
- Bring the object back out and allow the student to self-evaluate, noting which parts look correct and which ones do not.

Lesson Arc for nature drawing:

- Connect back to the previous lessons and skills learned.
- Have students look at a specimen closely and make observations.
- Ask questions about shapes, colors, and structure to encourage deeper observation.
- Look at relevant examples and techniques in books by Glass and Laws. These may be used as references, but the drawing should be made from observation and not by copying from a book.
- Have the students draw the specimen using silhouettes (a.k.a. mass drawing) or shading. Discourage outline drawings. The teacher may model this.
- When the drawing is finished, have the students compare their drawings with the specimen and notice where they want to try to improve next time.

Lesson Arc for life drawing:

- Connect back to previous lessons and skills learned.
- Observe the animal or person in action.
- Discuss the students’ observations. Ask questions to help the students look closer. Have the students close their eyes and imagine the scene, then look again.
- Have the students do a sketch using skeleton lines to try to capture the subject’s movement and body proportions.
- Have the students then do a mass drawing using the same body proportions and movements but focusing on the mass of the objects as opposed to the skeleton.
- Allow the students to self-evaluate, making note of what looks right and which parts they should try to improve on next time.
- Optional: Allow time for the students who are interested to do a more polished drawing of the scene.

Color Theory

Students begin learning foundational principles of color theory in Level 1. Color matching is an important aspect of scientific investigation and helps to further students' observational skills.

Lesson Arc:

- Connect back to previous lessons and skills learned.
- Introduce new skill(s) discussed in lesson plans and watch tutorial videos.
- Model the new skill.
- Allow time for the student to practice.
- Have the student self-evaluate.

Content Progression:

Grades 1-3	Grades 4-6	Grades 7-8	Grades 9-12
Drawing with chalk and pastels using large arm movements as well as silhouette and observational drawing. Foundational concepts in painting through simple brush forms and color theory. Understanding design elements and proportion. Drawing cylindrical objects and ellipses.	Figure drawing, adding simple perspective, light sources, and shadows while using a drawing board, charcoal, and tonal variations. Learn design elements, page composition, and conical and geometrical object drawing through drawing landscapes. Begin learning to draw the human figure. Continue with color theory and new watercolor techniques in painting. Draw spheres, study body proportions. Foreshortening, overlapping, texture drawing, and highlighting. Contrast, monochrome, and color charting.	Still Life drawing using specific light sources and pencils. Tonal drawings and expansion of color theory includes new primary colors. Learn new ways to create texture and tone. Learn pencil drawing. Continue study of the new color wheel. <i>(More levels in development)</i>	

Bible

Old Testament and New Testament

It is important to note that the purpose of Bible as a school subject is neither to instruct students in any particular doctrine nor to serve as a devotional time. We recommend that families and schools who wish to incorporate devotional materials, catechisms, stations, etc., do so in addition to this Bible time and not in place of it.

Students in Grade 1 listen to stories from the Bible, as retold by Hurlbut. In Grades 4-6, they begin reading directly from scripture, using maps to aid understanding. Teachers may choose to share interesting information from commentaries, if desired. In Grades 7-8, students begin to read the Bible and commentaries more independently, and are introduced to several types of Bible study helps. In Grades 9-12, students read the Bible, commentaries, and several Bible study helps independently.

Lesson Arc for Grade 1 Bible:

- Connect to previous lessons.
- Read the lesson aloud.
- Have students narrate.
- Optional: Share a piece of fine art that illustrates the story.
- Give students an opportunity to share their thoughts on the lesson and any connections made.

Lesson Arc for Grades 2-6 Bible:

- Teacher reads commentary to prepare.
- Connect to previous lessons.
- Optional: Use a picture, map, or engaging question to prepare the student to receive the story. Talk about one or two unknown words that may be crucial to understanding.
- Read aloud from the Bible.
- Have the students narrate.
- Optional: Share something interesting from your preparation that will help shed light on the story.
- Give students an opportunity to share their thoughts on the story and any connections made.
- Optional: Allow students to record events on the Wall Timeline. Older students may record events, quotes, and/or reflections in their Century Charts, Books of Centuries, or Citizenship Notebooks. Students may also choose to use some passages for copywork.

Lesson Arc for Grades 7-12 Bible:

- Connect to previous lessons.
- Optional: Use a picture, map, or engaging question to prepare students to receive the story. Talk about one or two unknown words that will be crucial to understanding.
- Allow students to read scripture from their study Bibles to themselves or aloud.
- Have students narrate.
- Give students an opportunity to share their thoughts on the story and any connections made, or complete a written narration. Read the notes from the Study Bible and/or other study helps. Homeschool families may discuss them in light of doctrinal beliefs, while schools and co-ops may choose to leave this kind of conversation for parents to have with their own students.
- Optional: Allow time for students to record events on the Wall Timeline, Century Chart, and/or in Book of Centuries. Quotes and thoughts may be recorded in the Citizenship Notebook or Commonplace Book.

Content Progression for Bible:

Grade 1	Grades 2-6	Grades 7-9
<p>Read Bible stories in chronological order.</p>	<p>Teacher-led study in chronological order (with suitable omissions), guided by the commentaries by J. Paterson Smyth</p> <p><u>Old Testament</u> Rotation 1: Genesis Rotation 2: Moses & The Exodus Rotation 3: Joshua & The Judges Rotation 4: Prophets & Kings</p> <p><u>New Testament</u> Rotation 1: St. Matthew Rotation 2: St. Mark Rotation 3: The Highlands of Galilee Rotation 4: The Road to Jerusalem</p>	<p>Independent study. Old Testament in chronological order (selections as appropriate) with prophets introduced within the timeline.</p> <p><u>Old Testament</u> Rotation 1: Genesis, Exodus, Numbers (selections) Rotation 2: Numbers, Deuteronomy, Joshua, Judges (selections), Ruth Rotation 3: Psalms (selections), 1 & 2 Samuel, 1 Kings, 2 Kings 1-16, Jonah, Amos, Hosea, Micah Rotation 4: 2 Kings, Lamentations, Daniel, Esther Selections from Psalms and the Prophets: Isaiah, Nahum, Habakkuk, Ezekiel, Jeremiah, Haggai, Ezra, Malachi, Nehemiah, Zechariah</p> <p>Independent study. New Testament is on a three year cycle. Grade 9 adds an Epistle reading per term.</p> <p><u>New Testament</u> Life of Jesus (Harmonized Gospels) Gospel of John Book of Acts Grade 9 - Galatians, Philippians, Colossians</p>
<p>Optional: Fine Art illustrations</p>	<p>Use of Bible maps</p>	<p>Use of Study Bibles, Bible maps, and commentaries</p>
		<p>Grade 9 includes: Bible History Overview Bible History integrated within Bible Lessons Church History studies follow the Alveary History Rotation using various resources</p>

Grade 10	Grade 11	Grade 12
<p>Independent study. Old Testament in chronological order (selections as appropriate) with prophets introduced within the timeline.</p> <p><u>Old Testament</u> Rotation 1: Genesis, Exodus, Numbers (selections) Rotation 2: Numbers, Deuteronomy, Joshua, Judges (selections), Ruth</p>	<p>Independent study. Old Testament in chronological order (selections as appropriate) with prophets introduced within the timeline.</p> <p><u>Old Testament</u> Rotation 1: Genesis, Exodus, Numbers (selections) Rotation 2: Numbers, Deuteronomy, Joshua, Judges (selections), Ruth</p>	<p>Independent study. Old Testament in chronological order (selections as appropriate) with prophets introduced within the timeline. A term of study on the Psalms of Ascent completes the year.</p> <p><u>Old Testament</u> Rotation 1: Genesis, Exodus, Numbers (selections) Rotation 2: Numbers, Deuteronomy, Joshua</p>

<p>Rotation 3: Psalms (selections), 1 & 2 Samuel, 1 Kings, 2 Kings 1-16, Jonah, Amos, Hosea, Micah</p> <p>Rotation 4: 2 Kings, Lamentations, Daniel, Esther</p> <p>Selections from Psalms and the Prophets: Isaiah, Nahum, Habakkuk, Ezekiel, Jeremiah, Haggai, Ezra, Malachi, Nehemiah, Zechariah</p> <p>Independent study. Two year cycle. <u>New Testament</u></p> <p>Rotation 1 & 3: 1 & 2 Timothy, Titus, Philemon, 1 & 2 Peter, 1-3 John, Jude</p> <p>Rotation 2 & 4: 1 & 2 Thessalonians, 1 & 2 Corinthians</p>	<p>Rotation 3: Psalms (selections), 1 & 2 Samuel, 1 Kings, 2 Kings 1-16, Jonah, Amos, Hosea, Micah</p> <p>Rotation 4: 2 Kings, Lamentations, Daniel, Esther</p> <p>Selections from Psalms and the Prophets: Isaiah, Nahum, Habakkuk, Ezekiel, Jeremiah, Haggai, Ezra, Malachi, Nehemiah, Zechariah</p> <p>Independent study. Two year cycle. <u>New Testament</u></p> <p>Rotation 1 & 3: 1 & 2 Timothy, Titus, Philemon, 1 & 2 Peter, 1-3 John, Jude</p> <p>Rotation 2 & 4: 1 & 2 Thessalonians, 1 & 2 Corinthians</p>	<p>Rotation 3: Psalms (selections), 1 & 2 Samuel, 1 Kings 1-11, Psalms of Ascent</p> <p>Rotation 4: 2 Kings, Lamentations</p> <p>Selections from Psalms and the Prophets: Isaiah, Nahum, Habakkuk, Ezekiel, Jeremiah, Haggai</p> <p>Independent study. Yearly cycle. Other Bible selections may be listed in Sunday Readings. <u>New Testament</u></p> <p>Romans, Ephesians, Hebrews</p>
Use of Study Bibles, Bible maps, commentaries, and other Bible study helps	Use of Study Bibles, Bible maps, commentaries, and other Bible study helps	Use of Study Bibles, Bible maps, commentaries, and other Bible study helps
Bible History integrated within Bible Lessons Church History studies follow the Alveary History Rotation using various resources	Bible History integrated within Bible Lessons Church History studies follow the Alveary History Rotation using various resources	Bible History integrated within Bible Lessons Church History studies follow the Alveary History Rotation using various resources

Sunday Reading

Sunday reading choices include devotional materials, church doctrine or catechisms, missionary biographies, prayer books, church history, and citizenship stories. These are optional readings for Grades 1-8. High school studies will include most of these categories in their Bible lessons. Book suggestions are made, but teachers and students may work together to choose something similar in their faith tradition.

Citizenship

Citizenship lessons help students learn to live in a way that honors God, the people around them, and themselves. They also learn how our government and economic systems function, and how to participate as a citizen with integrity. Evaluation of character happens through conversation during Bible, History, and Literature reading, but heavy-handed moralizing and politicizing is strongly discouraged. The goal is to give students something worthwhile to think *about* so that over the course of many years they can develop their own informed opinions while showing respect to those whose opinions differ from theirs. We encourage students to keep a Citizenship Notebook starting in Grade 5 (See Appendix 1 for directions). We try to avoid books with a blatant political slant; however, every author sees the world through a particular lens, so conversation is an important part of citizenship lessons. Teachers are encouraged to point students to sources that speak from diverse points of view in order to avoid the “[echo chamber](#)” phenomenon.

Current Events

Teachers can model thoughtful interaction with current events by reading from a variety of sources themselves and having age-appropriate conversations with students. Topics such as scientific discoveries, the arts, and human interest stories are generally suitable.

Starting in Grade 5, students should begin to read news stories for themselves. We have provided several sources that are specifically for students; however, teachers should preview the day’s news stories (particularly if an unsavory news story is dominating) and choose the story the student should read. As with the citizenship readers, we encourage everyone to seek varying points of view.

Reading and/or discussing the daily news is part of Afternoon Occupations.

Lesson Arc for Grades 5-12:

- *Always* preview the news source before putting it in front of students.
- Guide the student to scan the headlines first to get an overview.
- Have the student choose a story to read according to interest. If a student tends to read the same kinds of stories each day, encourage him/her to branch out to include a variety of story types (sports, arts and leisure, politics, op-eds, world news, local news, etc.).
- Have the student narrate the story.
- Allow the students the opportunity to share their thoughts on the story and any connections with other news stories, experiences, or books being read. Ask questions to help students discern the quality of the piece. (e.g., Are there sources cited? Is there an obvious bias? If so, what do other authors have to say on this subject? Are arguments supported by evidence? Is that evidence credible?)
- Look at a map and find where events occurred.

Civics and Economics

Students in Grades 5-8 study together on a 4-year rotation that includes three years of Civics and one year of Economics. Sometimes American and Canadian students study the same books; other times they do not. High school students continue with the study of more complex issues. Various resources on economic theory bring this topic into clearer focus; through both dedicated lessons as well as integrated ideas considered across subjects allow students to relate broader economic activity to everyday life application. Civic topics are covered throughout the high school years.

Lesson Arc for Civics and Economics:

- Connect to previous lessons.
- Optional: Use a picture, map, or engaging question to prepare the student to receive the idea from the day’s lesson. Talk about one or two unknown words that will be crucial to understanding.
- Read the citizenship reader aloud or allow the students to read it to themselves.

- Have students narrate.
- Give students an opportunity to share their thoughts on the lesson and any connections made.
- Optional: Look at the idea from an alternative point of view using another resource.
- Have students in Grades 5+ (Form 2a+) record important ideas in their Citizenship Notebooks.
- Have the student record important events in the Citizenship Notebook (Grades 5-8)
Students in high school read and then write a summary.

Citizen Stories

Starting in Grades 4-6 (Form 2), students begin to critically examine how important men in ancient civilizations stewarded their gifts and power. These character sketches help students learn to discern when leaders showed selfless strength of will, when they showed cowardly weakness of will, when they showed self-interested willfulness, and what the consequences of their actions were.

Students in Grade 4 read Emily Beesly's *Stories From the History of Rome*. Even this 'gentle' introduction to real historical characters and events will contain some violence. We encourage you to pre-read the citizen stories and think about how you would like to handle potentially difficult topics, keeping in mind Mason's own words of caution regarding trying too hard to protect students from harsh realities.

Students in Grades 5-9 read Plutarch's *Lives*, a collection of biographies written 2,000 years ago, which has influenced prominent thinkers from Montaigne to Bacon to Shakespeare. Plutarch's stories are very difficult to read (and are therefore often dropped by teachers), but their value cannot be overstated. Students and teachers are able to critique these men's actions honestly and objectively. Once students are in the habit of looking at leaders and events in this way, they can transfer that discernment to current leaders and events. We strongly encourage teachers to persevere with Plutarch, even when it seems the students are not getting anything from it.

Hint: It is advisable to have students read Beesly's *Stories From the History of Rome* and complete one year of Shakespeare before beginning Plutarch.

Lesson Arc:

- Teachers will find it helpful to pre-read the entire Life first, and then pre-read the day's passage before each lesson, marking any passages that should be omitted due to content. (In Anne White's *Plutarch Project* books, the recommended source for this course, objectionable content has already been omitted.)
- Connect back to previous lessons.
- Optional: Use a picture, map, or engaging question to prepare the student to receive the idea from the day's lesson. Talk about one or two unknown words that will be crucial to understanding. (Anne White's *Plutarch Project* books contain extensive vocabulary lists. It is not necessary to cover them all.)
- Read the day's passage out loud slowly, stopping frequently for narration.
- Have the student narrate at the end of the passage.
- Give the student an opportunity to share his/her thoughts on the lesson and any connections made.
- Have students record important ideas in their Citizenship Notebooks.
- Optional: Add the person to the Wall Timeline, a Century Chart, and/or the Book of Centuries. Add quotes to the Commonplace Book or mark them in the book to copy later.

Morals & Ethics

Students have several years to think about citizenship by looking at historical and fictional characters before being asked to apply those lessons to their own lives. While we continue to avoid moralizing lessons, students in Form 3 (Grades 7-8) are challenged to begin to explore their humanity and to think about how they will choose to live. One of Mason’s main pillars is that the student is born a “person.” *Ourselves* is the book in which she defines that term, and it is the only volume she wrote directly to students. The book is divided into two parts. We use *Ourselves* Part 1 in Grades 7-9 and Part 2 in Grades 10-11, as Mason did in her own schools.

Lesson Arc:

- Connect back to previous lesson.
- Optional: Use a picture, map, or engaging question to prepare the student to receive the idea from the day’s lesson. Talk about one or two unknown words that will be crucial to understanding.
- Read the day’s passage out loud slowly, stopping frequently to narrate.
- Have the student narrate at the end of the passage.
- Give the student an opportunity to share his/her thoughts on the lesson and any connections made.
- Have students record important ideas in their Citizenship Notebooks.
- Optional: Add quotes to the Commonplace Book or mark them in the book to copy later.

Grades 10-12 add various other readings to expand the citizenship topics.

Content Progression:

Grades 1-3	Grade 4	Grades 5-6	Grades 7-8	Grades 9-12
Conversation during reading in Bible, History, and Literature	Conversation during reading in Bible, History, and Literature	Conversation during reading in Bible, History, and Literature	Conversation during reading in Bible, History, and Literature	Conversations throughout the week
Talk about important, age-appropriate current events	Talk about important, age-appropriate current events	Read the daily news from a variety of age-appropriate sources	Read the daily news from a variety of age-appropriate sources	Read the daily news from a variety of age-appropriate sources
		Civics	Civics	Civics
		Economics	Economics	Economics
	First Citizen Stories	Citizen Stories: Plutarch	Citizen Stories: Plutarch	Citizen Stories: Plutarch - Grade 9
			Self-Knowledge: <i>Ourselves</i> by Charlotte Mason	Self-Knowledge: <i>Ourselves</i> by Charlotte Mason - Grades 9-11 Morals & Ethics: Various resources - Grades 10-12

English

The subject of English has many sub-categories. We organized them together because they all lean in on and support one another (much like the stones in a Roman arch) to help students learn to use language effectively.

Language Study

Beginning Reading and Language Lessons

The *Alveary Beginning Reading and Language Lessons* are written to accompany the Free and Treadwell readers. We worked through the books and pulled out common sight words, spelling patterns, and age-appropriate grammar, so that everything is learned in context. Students keep a journal of the words and spelling patterns as they learn them, and review is built in. Students also learn to visualize words while reading and then write them from copy or dictation, so that by the time they are in Grade 4, formal dictation, copywork, and grammar lessons are simply a natural progression. In addition to reflecting Mason’s directions in *Home Education*, our program has been written and evaluated by reading specialists to make sure it reflects well-established research in reading instruction.

Grade 4 students who did not complete all three levels of the *Alveary Beginning Reading and Language Lessons*, who are having difficulty with spelling, who cannot read well enough to narrate, or who make more than 10 errors in a 100-word passage should continue the reading lessons as the teacher dials back on the amount of reading required in other subjects.

Content Progression:

Grades 1-3	Grades 4-8	Grades 9-12
Students learn to read using the <i>Alveary Beginning Reading and Language</i> program, which includes sight words, phonics, and fluency practice.	Students read an increasing number of their books for themselves. Oral reading is practiced daily.	Students read most of their books independently. Oral reading is practiced weekly.
Copywork, dictation, and beginning grammar are written into the lessons and gradually increased to the level expected in Grade 4.	Copywork, dictation, and grammar become more formal studies (see below). Composition is an extension of narration and Grammar.	Students keep a Commonplace Book. Dictation is practiced as needed. Grammar is broadened to show its relation to composition.

Dictation

There is some confusion in the Mason community surrounding dictation, because, while formal lessons do not start until Grade 4, there is much groundwork to be laid in Grades 1-3. Students are gradually scaffolded from visualizing letters to words to short sentences, so that when they get to Grade 4 they will be ready to prepare a longer passage. Older students who missed this important step may begin dictation with single words, sentences, and/or paragraphs before being asked to prepare whole pages.

Since dictation is scripted in the *Alveary Beginning Reading and Language Lessons*, we will not include the lesson arc here.

Lesson Arc for Forms 2-6:

- Select a passage that has already been read and narrated. (Suggestions are provided in Alveary lesson plans for Forms 2-3, labeled **D&G** for Dictation & Grammar on the Passages page.) Vary the type of book used.
- Optional: Read aloud the passage to be dictated.
- Give the student a few minutes to look over the selection. Encourage him/her to mark words or punctuation that may be difficult to remember. (Pages may be photocopied for this purpose.)

- Ask students which words they think will be most difficult to spell and why. If the word contains a common spelling pattern, point it out. Have students visualize the word by “seeing” it with their eyes closed.
- Call attention to commonly misspelled words that the student did not mention and talk about strategies for remembering how to spell them.
- Ask if there is anything else the student has a question about. Address questions by using a reference book on punctuation and grammar, if needed.
- Give students time to prepare until they feel ready. This may take a few minutes or several lessons. A student may benefit more by preparing alone (practicing words and self-checking), or he/she may need heavier support (with the teacher sitting close by to help direct attention and practice). Some students do best when given a chalk- or marker-board. The teacher should walk the student through the visualization process and then the student should try to write the word on the board. The teacher is at hand to stop the student if he/she starts to make a mistake, and the visualization process is repeated until the student can spell the word correctly.
- When the student feels ready, the teacher slowly calls out a paragraph from what was studied, making sure the student has time to write down each clause before moving on.
- When finished, ask students to look over their own work to check to see that everything looks right.
- Take up the students’ notebooks and completely erase any misspelled words. Have each student repeat the visualization process for misspelled words and then write them correctly.

As students get older and dictation becomes a habit, the teacher can give more of the responsibility for preparation to the student. If students make many mistakes, assess whether the problem lies in the passage being too difficult or too long or if the student still needs some teacher support. Once students can consistently study 2-3 pages in a variety of texts (with one paragraph dictated) without making more than a couple of mistakes, you can cease doing Dictation.

Content Progression:

Grade 1	Grades 2-3	Grade 4	Grades 5-6	Grades 7-12
Dictation is an integrated part of the Alveary reading lessons.	Dictation is an integrated part of the Alveary reading lessons.	Dictation is a separate lesson	Dictation is a separate lesson	Dictation is a separate lesson (As-needed, in High School)
Letters and words	Words and short sentences	1 page prepared from the term’s reading	2-3 pages prepared from the term’s reading	2-3 pages prepared from books, poetry, and news articles
Use print penmanship model	Use print penmanship model	1 paragraph dictated	1 paragraph dictated	1 paragraph dictated
		Use print penmanship model while learning cursive	Use cursive penmanship model	Print or write in cursive neatly

Grammar & Composition

Knowledge of grammar is necessary for good oral and written communication, but it is also very abstract. Introducing it slowly gives students time to be immersed in language as a whole before analyzing its parts. Young students in the Alveary get a gentle introduction to grammar through our *Beginning Reading and Language Lessons*. Starting in Grade 4, they study the subject in-depth and systematically. The grammar courses we recommend include parsing; an answer key is provided to make teaching and assessment easier. We selected the grammar and composition series from Michael Clay Thompson because it relies heavily on

ideas, rather than mere memorization, and because he does such a great job showing students how to apply grammar to composition.

Lesson Arc for MCT Grammar & Composition:

- Link back to the previous lessons.
- Read the assigned pages and discuss new ideas.
- Complete practice examples in the text and/or the practice book that accompany the lesson.
- Observe examples of concepts in books being read and in daily life.

Composition will begin orally through the consistent use of narration. This will help the student develop all the skills they will need for writing while allowing time for motor control, letter formation, and spelling to become automated. (See [Cognitive Load](#) webinar for further explanation.)

Mason's model helps students develop the sub-skills that contribute to good composition through such methods as copywork, dictation, and grammar study; but development in composition is achieved primarily by focusing on the ideas and style. This begins with the study and narration of good examples.

As students progress, composition is integrated across curriculum content. In high school, separate composition lessons are assigned with instruction and prompts related to all subject areas and emphasize the current rotation resources and ideas.

Narration

Narration is retelling the events or ideas in a passage read. Heavy emphasis is placed on *oral* narration all the way through school, with written narration beginning at around age 9. The goal is for narrations of stories to include some of the structure and style of good fiction, for narrations of nonfiction to focus on the topic and include supporting details, for narrations of news stories to sound a bit journalistic, and for narrations of essays to utilize the same tools of persuasion found in the work being narrated. In a sense, one could consider some narrations *expository* writing exercises and others *creative* writing exercises. When viewed from this perspective, it is easy to see how narration leads to good writing, as it allows the students to play with various stylistic devices while relying on someone else's content until they mature in the knowledge and experience necessary to have something original and worthwhile to *say*.

We recommend a balanced approach regarding spelling and grammar in student writing. The atmosphere needs to say that spelling *matters*, so we do not encourage purely invented spelling. At the same time, we do not want students to be paralyzed or to write using less interesting words because they are afraid to make spelling mistakes. They have to feel unconstrained to get their ideas down first. Marking all their spelling errors will discourage them and will likely result in simpler narrations, which is the opposite of what we want. An appropriate 'middle way' includes the following:

- **Consistent implementation of copywork and dictation:** Students learn spelling patterns and have the opportunity to form the habit of visualizing words.
- **Gentle accountability:** Having students read their narrations aloud can help them find sentences that do not make sense or that are too long or fragmented, as well as giving them an opportunity to find their own spelling errors. Allow time to fix them. Hold students accountable for spelling and for skills they have learned in grammar studies.
- **Observation:** Observing your students and their writing can suggest skills you need to focus on in upcoming copywork and dictation lessons.
- **Teacher help:** Students usually *want* to spell things correctly. If they ask how to spell a word, telling them or writing the word on a piece of scratch paper for them right then (rather than asking them to sound the word out or look it up) will help them keep their flow of writing. Stopping them to sound the word out or to look it up in the dictionary will interrupt this flow, and they may have difficulty getting it back.

- **Patience:** Learning to spell is a process. Students will make a lot of mistakes. Focus on one or two and let the rest go. Their skills should grow steadily through Form 2, and even into Forms 3 and 4. To track improvement, try comparing their written exam to one they wrote a year ago. (See the webinar on [Examinations](#) for examples of this progression.)

Oral and written narration are parts of the lesson arc in every subject, so we will not provide a separate one here. However, the other components of the Content Progression chart below warrant explanation:

- **“Write a part and tell a part:”** When students start writing narrations, you will notice an immediate drop in both length and quality, because now the ideas, vocabulary, spelling, grammar, and motor skills are vying for a limited amount of space in the working memory. In other words, the cognitive load of narration has suddenly increased substantially. Teachers can relieve some of that pressure by allowing students to write until they begin to get tired and then to tell the parts they couldn’t write for themselves. The amount students are able to write independently should increase steadily until they can handle a whole narration. Even then, a written narration may not be as lengthy as an oral one.
- **“Write from Composition prompts:”** Most of the lesson plan sets for Grades 1-8 contain suggestions for copywork, dictation, and composition. The Composition prompts vary in style and substance. Choose from that day’s suggestions, or create your own.
- **“Write on something read a couple of days ago:”** This type of assignment, which begins in Grade 7, accomplishes several things. First, whatever was read earlier in the week will have already been narrated right after the lesson. This second narration a couple of days later gives the students time to further process and reflect on what was read, so that they can better express connections they made and their response to the author. Whereas an immediate narration relies almost exclusively on the author’s words, a later narration (including exam questions) gives the opportunity for the students to begin to express in their own words and voice. The additional repetition also increases the likelihood that the content will make it into the student’s long-term memory. Finally, gaining some distance from what was read can help students who tend to be overly verbose in their narrations to pare down to the essential points. This practice will make the students’ writing more focused and less rambling.
- **“Choose one piece to edit:”** At the end of each term, students in Grades 5 and up go through a guided editing process on one of the pieces they have written during the term. The lesson plans contain age-appropriate areas of focus to help students improve their writing. These edited pieces are then self-evaluated.

Content Progression:

Grades 1-3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-10	Grades 11-12
Gentle introduction built into <i>Beginning Reading and Language Lessons</i>	<i>Grammar Island and Practice Island</i>	<i>Sentence Island and Practice Island</i>	<i>Grammar Town and Practice Town</i>	<i>Paragraph Town and Practice Town</i>	<i>Grammar Voyage and Practice Voyage</i>	<i>Essay Voyage and Practice Voyage</i> Additional composition instructions and prompts are assigned in the lesson plans.	Various composition instructions and prompts are assigned in the lesson plans.
Oral narration after each lesson	Oral narration after each lesson	Oral or written narration after each lesson	Oral or written narration after each lesson	Oral or written narration after each lesson	Oral or written narration after each lesson	Oral, silent, or written narration after each lesson	Oral, silent, or written narration after each lesson

Grade 3: Occasionally (once every couple of weeks) write a narration from the term's reading, or write a part and tell the rest.	Grade 4: Write narrations or from Composition prompts once per week. May write a part and tell a part.	Write narrations or from Composition prompts 3 times per week.	Write narrations or from Composition prompts 5 times per week.	Write narrations or from Composition prompts 8 times per week.	Write narrations or from Composition prompts 8 times per week.	Write narrations after most readings.	Write narrations after most readings.
		Choose one piece to edit at the end of each term.	Choose one piece to edit at the end of each term.	Write narrations on something that was read two days ago.	Write narrations on something that was read two days ago.	Various resources are used to expand composition progressively through the forms.	Various resources are used to expand composition progressively through the forms.
				Choose one narration to edit at the end of each term.	Choose one narration to edit at the end of each term.	Revision is built into composition lessons.	Revision is built into composition lessons.

Poetry Composition

Poetry composition begins with lots of poetry reading. For the first several years, students are immersed in the beauty of poetry just for pleasure. Starting in Grade 5, a study of poetic devices guides students to discover what it is that makes poetry beautiful. As these devices are learned, students start to look for them in the poetry they are reading before trying their hands at writing poetry themselves. Again, it is the *style* they are working on; the *content* is provided by another author until the student develops the knowledge and experience required to have something original to say.

Lesson Arc (may take several lessons):

- Link back to the previous lesson.
- Read about the new element.
- Narrate and discuss.
- Look for poems that have that element.
- Write poetry with that element.

Content Progression:

Grades 5-8	Grades 9-12
Read about the elements of poetry; apply that knowledge to the analysis of poetry being read.	Continue to read about the elements of poetry; apply that knowledge to the analysis of poetry being read.
Write poetry; Include poetic elements studied during the term.	Write poetry; Include poetic elements studied during the term.

Recitation

Recitation is an oral interpretation of a passage that has either been memorized or practiced as a beautiful reading. The ratio of how much should be memorized versus how much should be read aloud will depend on the student's natural proclivity towards memorization. Those for whom memorization comes easily may be able to recite all of their selections from memory, while those who really struggle can focus on memorizing just one piece and reading the rest. Most students will fall somewhere in between, but practicing with an eye towards memorization is recommended. Just like Mason's assertion that Picture Study will furnish the mind with a gallery of beauty that can be enjoyed forever, the same is true of the storing of beautiful and meaningful passages.

Whether read or memorized, recitations should be beautiful. They should reflect each student's comprehension and interpretation of the passage. Therefore, students will need to practice well beyond the point at which the piece can be simply read or remembered. The primary focus for recitation is on the ideas of the passage or poem, rather than on a "performance" during which the student is the center of attention.

Mason says in her volumes that practice for recitation should not be drudgery for the student. She encourages teachers to go over the passage as a whole until it is ready to be recited, rather than break it up into parts. She paints a lovely picture of a mother and daughter practicing together as the mother brushes the child's hair. Aside from this, she refers readers to Arthur Burrell, who called recitation "the children's art."

Notes from Arthur Burrell

The purpose of recitation is right in the title of Burrell's book on recitation, *Clear Speaking and Good Reading*. It provides us with some guidelines for recitation. Here is a brief synopsis:

- Nothing should be assigned that the student does not comprehend. Make sure to read the passage and have the student narrate it before beginning. Make sure he/she knows the meanings of all words.
- Since we are after the *student's* personal interpretation, do not provide a model for him/her to mimic. The more the student practices and the more familiar the passage becomes, the more style will naturally emerge.
- Choral practice (or having several students practice in unison) is discouraged, because it leads to a monotonous tone and rhythm. Each student should have the opportunity to stamp his/her own personality and interpretation onto the recitation.
- Overacting and hand gestures are distracting and should be discouraged. The goal is for the student to be able to sink him/herself beneath the author's voice. (Note: Some teachers tell us that relying on gestures at first can help some students remember more. Once the passage is learned, however, those gestures should be put away.)

Content Progression:

Grades 1-3	Grades 4-6	Grades 7-8	Grades 9-12
1 hymn per term (spoken)	1 hymn per term (spoken)	1 hymn per term (spoken)	1 hymn per term (spoken)
1 poem of about 6 lines per term	1 poem of about 12 lines per term OR 1 scene from Shakespeare	1 poem of about 20 lines per term OR 1 scene from Shakespeare	Options given but student to choose poems and scenes
1 Old Testament passage of about 6 verses per term	1 Old Testament passage of about 12 verses per term	1 Old Testament passage of about 20 verses per term	Several passages memorized
1 New Testament passage of about 6 verses per term	1 New Testament passage of about 12 verses per term	1 New Testament passage of about 20 verses per term	Several passages memorized
1 short Psalm	1 Psalm	1 Psalm	1 or more Psalms

Writing

“Writing” (not to be confused with “Composition”) is a term that Mason used to describe penmanship and copywork. It is practiced every day.

Penmanship

Penmanship instruction looks a bit different in the Mason model. Rather than completing a whole page in a handwriting workbook, students concentrate on doing one or two things well. For young students, a chalkboard is used instead of pencil and paper. This makes it easier to erase any errant stroke or letter until it is correct. Once students gain a bit of motor control and move to paper, they focus on one or two letters per day. Mason recommends practicing until the student can produce about six very good copies of a particular letter. The habit of visualization is implemented here. Instead of the eye constantly moving back and forth between the model and the chalkboard or paper, students should look carefully at the letter until they can see it in their minds’ eye, and then write it from memory. The Penny Gardner penmanship book we use contains blank lined paper in the back that you can print copies of until your student has mastered the letters. At that point, you can transition to primary paper, which you can find on the Supply List. The Gardner book also has words that can be used as copywork and dictation once your student masters the letters. We do make copywork and dictation suggestions from the term’s books in the lesson plans, but there may be some weeks when you need to pull from the selections there. Be sure to use the same process of visualization of whole words when you get to that point. The book is structured to work through lower-case letters one at a time, but when you get to the upper-case letters you will need to work through those the same way even though practice exercises are not included.

If you would like to use a different model from the one we recommend, there are a few things to keep in mind. The penmanship model should be chosen based on beauty, but it needs not to be overly ornate. We like the italic model for both print and cursive, but this decision is one of personal preference. The only caution from Mason is to stay away from models that are overly simplistic because all the letters look largely the same.

One interesting thing to note is that Mason required students in Forms 1 and 3 to use their penmanship model when writing from copy or dictation, but not Form 2. This is likely because Form 2 students are busy grappling with increased expectations in these subjects, and that takes up a large chunk of their working memories. Adding the requirement to give attention to a penmanship model that has not become fully automated would take attention away from these important new skills, causing students to make mistakes.

Content Progression:

Grades 1-3	Grades 4-6	Grades 7-8	Grades 9-12
Master 1 letter per lesson (print)	Master 2 letters per lesson (cursive)	Practice using good penmanship during copywork and dictation.	Practice as needed

Copywork

For students in Grades 1-3, copywork is built into the *Alveary Beginning Reading and Language Lessons*. These lessons guide students first to visualize letters, then words, then short sentences, and write each from memory. It is very important that students learn to visualize from the very beginning. They should never move their eyes back and forth between the model and their papers, copying letter-by-letter. Instead, the whole word or short phrase should be visualized until it can be written from memory.

In Grades 4-6, copywork gets its own time slot in the morning schedule. Copywork should consist of about two lines per day from passages that the teacher or student has chosen from the term’s reading or from the Copywork suggestions provided on the Passages page of the Lesson Plan set. If the student does not have favorite passages, the teacher can assign something and model how to choose interesting passages until the student starts to do this independently. Keep in mind that there is no need to force students to finish copying a whole poem, song, or scene, since they can grow weary of it before they get to the end.

By sometime between Grade 7 and Grade 9, most students will be ready to move to keeping a Commonplace Book (see below). Mason also had students copy mottoes using fine lettering, which they learn in handicrafts (see Life Skills). Mottoes are short phrases or sentences that attempt to capture one’s guiding beliefs or ideals, such as "High thinking, plain living." Students may also enjoy looking for quotes from favorite authors or historical figures in a book of quotes or online, or writing down maxims and proverbs. Motto writing is generally reserved as a Sunday activity.

Commonplace Book

The Commonplace Book is a lined journal that the students keep as a collection of quotes and passages that seize their imagination. It is the same as copywork, with the exception that there is no required amount to copy per day, and the focus is more on the ideas and the literary style than on practicing penmanship. Students become ready to move to the Commonplace Book once penmanship is mastered and once they begin to express delight in specific passages.

The teacher should keep a Commonplace Book and model how to choose passages to copy. (“Wow. I really liked the way the author said that. I want to think about it some more. Let me mark it with a sticky note in my book, and I’ll copy it later in my Commonplace Book.”) Eventually, the student will begin to notice passages that are stirring, resonant, or well-written and may start to ask for sticky notes, too. When that happens, you know the student is ready to have his/her own Commonplace Book. We recommend allowing the student to choose a nice lined journal for this special book.

Other students may never show any particular interest in keeping a Commonplace Book. Once they reach Form 4, however, they should be encouraged to read with sticky notes at hand to give them an opportunity to mark favorite passages. If the time comes for copywork and the student has not chosen anything, the teacher can assign a poem, part of a scene from Shakespeare, or something else from the day’s reading, which the student can copy two lines at a time each day.

Content Progression:

Grade 1	Grades 2-3	Grades 4-6	Grades 7-8	Grades 9-12
Letters and words; Built into Beginning Reading and Language Lessons	Words and short sentences; Built into Beginning Reading and Language Lessons	Transcribe 2 perfectly written lines each day from favorite passages	Continue as in Form 2, OR Transcribe favorite passages into Commonplace Book using good penmanship	Keep a Commonplace Book. Use neat penmanship.
Use penmanship model	Use penmanship model	Use penmanship model	Write mottoes/quotes in fine lettering (see Life Skills)	Write mottoes/quotes in fine lettering (see Life Skills)

Geography

For many people, the word *geography* conjures up memories of political maps with little dots and stars and place name labels that needed to be memorized. But geography actually touches many areas of study, including geology, anthropology, cartography, climatology, history, economics, sociology, and health science. In order to help students and teachers better comprehend the concept of geography, educators have typically classified the discipline into five themes: Location (the absolute or relative position of a place on the earth's surface), Place (the physical characteristics of an area), Human-Environment Interaction (how humans are influenced by their environment and the ways humans modify it), Movement (migration, settlement patterns, and transport), and Regions (artificial groupings of areas with common characteristics). The lesson arcs of most subjects include the instruction to use maps to help with comprehension whenever possible, so geography is heavily integrated with the rest of the curriculum. It also has a prominent place of its own in the weekly schedule.

Outdoor Geography

Geography is taught similarly to mathematics by using concrete objects prior to pictorial representations or abstract concepts. Students will enjoy getting to know their local geography by going outside and seeing it for themselves. They will make models of places that are familiar to them, watch water drain after a big rain, trace local streams and rivers, and pace boundaries. Seeing these small things first-hand will help them understand the concepts on a larger scale later. See Appendix 3 for detailed information and activity ideas.

National & World Geography

Students in Grade 1 start with picture books about students who live in different places of the world. More formal geographical readers and map questions begin in Grade 2. While geographical readers are used, sometimes the primary “text” is the atlas. Students are guided by map questions to observe a map closely and make hypotheses about the climate, main industries, population patterns, and more. They then read a passage related to the map to check their predictions. The geographical reader furnishes the imagination with vivid descriptions, historical events and characters, local culture and industry, and other information that can be used to make generalizations about the region.

Lesson Arc (over several lessons):

- Connect back to previous lesson.
- Have students look at a map that is related to the day's reading.
- Ask the questions listed in the lesson plan about the map.
- Read the passage aloud or have the student read it silently.
- Have students narrate.
- Optional: Show students pictures of the place *after* their imaginations have had a chance to picture it.
- Allow time for students to share their thoughts and connections.

Mapmaking

Students begin in Grade 1 by creating simple, physical models representing small spaces. As students understand the relationship between physical models and real-world places, they progress towards using two-dimensional illustrations to represent three-dimensional places to an increasingly larger extent. Students are introduced to the principal geographical features of the regions they read about in their geographical readers by sketching maps, studying them, and then either drawing them from memory or filling in a blank map. Each lesson introduces specific geographical features (e.g., landforms, waterbodies, cities, industries, etc.).

Lesson Arc (over several weeks):

- Connect back to what the student has learned about the place or region being studied.
- Have students look at a map of the place or region.
- Assign a feature for students to pay particular attention to during the lesson (see lesson plans).
- The teacher draws an outline map on the board for students' reference.
- Have students sketch an outline map and then fill in the elements being studied that day.
- Over the course of several weeks, students add layers of features to their maps.
- When the maps are finished, the atlas is put away and students study the maps they drew.
- Students draw the map from memory or fill in a blank map.

Map Work

Starting in Form 2, ten minutes are set aside each week for map work on a world map or globe. During Map Drill lessons, students are guided by questions to engage with maps at a deeper level. They learn to interpret the symbolic representations into a narrative of the places and people they represent. The work progresses from foundational concepts to details of specific places, but the sections can be used in any order, meaning that you can start at the beginning and work consecutively, or you can study maps that correlate with places you are reading about in Geography.

Lesson Arc:

- Have students look at a world map, globe, or atlas.
- Ask them to find mountains, oceans, countries, states, cities, etc., focusing mainly on things they have studied in their readers and during map study.

Content Progression:

Grade 1	Grades 2-3	Grades 4-6	Grades 7-8	Grades 9-12
Outdoor Geography lessons from <i>Home Education</i>	Afternoon geography walks	Afternoon geography walks	Afternoon geography walks	Student choice
Beginning geographical reader	A reader that focuses on broad geographical concepts	A reader on world regions and countries	A study of the US states or Canadian provinces and territories	A more in-depth regional study North America
Picture books on children who live in different places in the world; locating places on globe	Reading and interpreting maps; map questions that accompany the reader	Reading and interpreting maps; map questions that accompany the reader	Reading and interpreting maps; map questions that accompany the reader	Map work interwoven throughout the curriculum
Mapmaking	Mapmaking	Mapmaking	Mapmaking	Mapmaking
Simple modeling of basic geographical concepts/features	Modeling of specific geographical features	Detailed modeling of countries	Detailed modeling of states and/or regions	
Travel Journal with Map Work	Travel Journal with Map Work	Travel Journal with Map Work	Travel Journal with Map Work	Mapwork expected with books across curriculum as appropriate
Simple weather chart	Weather graphs, phases of the moon	Track weather, sunrise/ set, hours of daylight, moonrise/ set/ phase	Keep weather notes in nature notebook	Keep weather notes in nature notebook
Stories of travel and exploration to bring regions to life (evening)	Stories of travel and exploration to bring regions to life (evening)	Stories of travel and exploration to bring regions to life (evening)	Stories of travel and exploration to bring regions to life (evening)	Books covering historical and physical geography
		Map work	Map work	Integrated into studying and drawing maps

History

Mason said that history is the pivot upon which the curriculum turns. The Alveary follows Mason’s example by having everyone study the same time period (with the exception of Grade 1, which always studies Pre-Columbian culture). Then the literature, art, music, architecture, geography, recitation, Shakespeare, and dance are developed with an eye to history. This approach gives the Alveary extraordinary cohesiveness. In order to gain a fuller understanding of what life was like in each time period, students should be encouraged to choose biographies of people who lived during the time period(s) being studied to read in the evenings.

History Streams

Students begin with stories about the indigenous peoples of the Americas in Grade 1. Chronological study using the history cycles listed on p.11 begins in Grade 2. New strands of history are added as the student matures and are studied concurrently. High school students use source documentation to support subject matter.

Content Progression:

Grade 1	Grades 2-3	Grade 4	Grades 5-8	Grades 9-12
Stories of Native Americans	National History	National History	National History	National History and Cultural History
		World History	World History	World History and Cultural History
			Ancient History	Ancient History
Historical Fiction and Biographies (afternoon or evening)	Historical Fiction and Biographies (afternoon or evening)	Historical Fiction and Biographies (afternoon or evening)	Historical Fiction and Biographies (afternoon or evening)	Historical Fiction and Biographies (morning lessons and other times)
				Primary and Secondary Source Documents

Lesson Arc:

- Connect back to previous lesson.
- Optional: Use a picture, map, or engaging question to prepare the student to receive the idea from the day’s lesson. Talk about one or two unknown words that will be crucial to understanding.
- Read the day’s passage out loud or have the student read independently.
- Have the student narrate at the end of the passage.
- Give the student an opportunity to share his/her thoughts on the lesson and any connections made.
- Optional: Add to the Wall Timeline, Citizenship Notebook, Century Chart, and/or the Book of Centuries (may be Afternoon Occupation). Add quotes to the Commonplace Book or mark them in the book to copy later.

Source Documents

Students in Forms 4-6 (Grades 9-12) read primary and secondary source documents to introduce, support or enhance subject studies.

Timelines, Century Charts, Book of Centuries

Mason suggested several tools to help students make connections and keep up with what was happening in different places at the same time. Please note that the student should choose what to record. Some students may want to keep them handy during all lessons in order to record things immediately; others may prefer to set aside time once per week to record major characters or events. We have provided lists of important dates in the lesson plans for Grades 1-8 (Forms 1-3). High School students may wish to keep a running list of entries they wish to make. Alternatively, they could mark places in their books with sticky notes so they can come back to them later. See Appendix 4 for more detailed information and examples.

Content Progression:

Grades 1-2	Grade 3	Grade 4	Grades 5-8	Grades 9-12
Pictures of people displayed in rough chronology	Pictures of people displayed in rough chronology	Wall Timeline	Wall Timeline	Wall Timeline if desired
	Student's Own History Timeline		Book of Centuries	Book of Centuries
			Century Charts	Century Charts and Term Charts

Biographies

Reading biographies is an important part of a comprehensive study of history. We provide lists of recommended biographies for a variety of age levels in our Book Shelf to include during evening reading time.

Languages

Modern Languages

Mason based her language program on two things: 1) Her own methods for the English language (oral work, narration, recitation, copywork, dictation, grammar, and original composition), and 2) The research of François Gouin, who introduced the “series.” Gouin’s research has been built upon in recent years by Stephen Krashen’s work on a natural approach to second-language acquisition. Comprehensible Input (CI) teaching methods, including Teaching Proficiency through Reading and Storytelling (TPRS), are derived from Krashen’s Input Hypothesis. The Alveary’s approach to languages is presented in a way that supports teachers who are not fluent in the target language.

During Alveary language lessons, even young students will explore and refine their understanding of the rhythm and sound of the language using songs, rhymes, and poetry. As they progress, students will encounter the language through reading, working through classic fables, folk tales, beginning readers, and eventually, more advanced works of literature. As student vocabulary grows through picture study, words will give way to parts of speech, and a comprehensive grammar course will give the students the ability to truly use the language for themselves. Students will speak in and listen to the language throughout this program while engaging with pictures, hearing traditional music, acting out vocabulary, and responding to literature creatively. Throughout all of these activities, students are also interacting with the culture of the language and developing an understanding of our neighbors near and far.

Content Progression:

Grade 1	Grades 2-6	Grades 7-12
Build oral and aural fluency through songs and rhymes by singing, listening, and reciting	Build oral and aural fluency through songs and rhymes by singing, listening, and reciting	Develop an understanding of language structure while listening to and reciting poetry
Develop an understanding of language structure and cultural awareness while listening to and reciting nursery rhymes and songs	Develop an understanding of language structure and cultural awareness while listening to and reciting nursery rhymes and songs	Develop writing skills through copywork and dictation
Develop command of the language through the acquisition of vocabulary using picture study and narration as well as structured and scripted conversations	Develop command of the language through the acquisition of vocabulary using picture study and narration as well as structured and scripted conversations	Develop command of the language through the structured study of grammar
Begin building oral fluency using tailored conversations and narrations	Begin reading as well as building oral fluency using tailored conversations and narrations	Progress in reading literature and building oral fluency using conversations and narrations

Course Progression: (For students who began study with the Alveary in the lower Forms)

Grades	Content
Grade 1	Elementary Literature Picture Study Songs and Rhymes (2 per term)
Grades 2-6	Elementary Literature Picture Study Songs and Rhymes (2 per term)
Grade 7	Literature Level 1 Grammar Level 1 Poetry
Grade 8	Literature Level 1* Grammar Level 2 Poetry
Grade 9	Literature Level 1* Grammar Level 3 Poetry Current Events
Grade 10 (more levels in development)	Literature Level 1* Grammar Level 4 (French) or 3 (Spanish) Poetry Current Events
Grades 11-12 (more levels in development)	Literature Level 1* Grammar Level 4 (French) or 3 (Spanish) Poetry Current Events

*This year we changed the type of literature we use in Grades 7+. Therefore, all older students will begin with the same literature course.

Note: In order to earn one high school language credit, students in Grades 7-12 should complete the lesson plans for each of the following courses in one school year: Current Events, Poetry, Literature, and a full level of Grammar. Many colleges and universities prefer that students have completed a minimum of two (and preferably three) credits in the same language.

The following Lesson Arcs are for general use. More detailed instructions are included in the Teacher Guides of individual courses.

Lesson Arc for Songs and Rhymes

- Connect back to previous lessons and review previously learned songs and rhymes.
- View the illustration accompanying the new song, and discuss.
- Listen to a recording of the new song or rhyme.
- Narrate the song and discuss any questions of meaning using the provided English translation.
- Discuss any cultural and linguistic connections.
- Extension: Use the Quizlet set for the song to practice each individual line of the lyrics.

Lesson Arc for Poetry

- Connect back to previous lessons and review previously learned poems or verses.
- Listen to a recording of the poem noting the rhythm and rhyme scheme of the verses.
- Narrate the poem and discuss any questions of meaning using the provided English translation.
- Listen again, this time using the Quizlet set to learn the assigned verses.

- Copy the assigned verses into the Modern Language Notebook.
- Finally, listen to the recording again and recite all learned verses.
- Discuss any cultural and linguistic connections.

Lesson Arc for Elementary Literature

- Connect back to previous lessons recalling vocabulary and briefly narrating the story thus far.
- Introduce new vocabulary using suggested methods.
- Learn the vocabulary and associated material for the day's reading.
- Listen to the recording of the text. (Grades 4+ read along)
- Narrate the reading aloud.
- Discuss any cultural and linguistic connections.
- Complete the assigned narration project (all grades) and copywork (Grades 4+ only).

Lesson Arc for Literature

- Connect back to previous lessons recalling vocabulary and briefly narrating the story thus far.
- Introduce the reading selection using suggested methods.
- Learn the vocabulary and associated material for the day's reading.
- Listen to the recording of the text while reading along.
- Translate or narrate the reading as assigned.
- Discuss any cultural and linguistic connections.

Lesson Arc for Picture Study

- Connect back to previous lessons by reviewing vocabulary and pronunciation.
- View the picture that will be used for the study or lesson.
- Introduce or recall vocabulary using suggested methods.
- Discuss the illustration using scripted questions and answers.
- Narrate in the target language (all grades) and complete assigned copywork (Grades 4+ only).
- Discuss any cultural and linguistic connections.

Lesson Arc for French Grammar Study (completed over several lessons)

- Connect back to previous lessons by reviewing vocabulary, pronunciation, and grammar.
- View the lesson picture if available and introduce or recall associated vocabulary.
- Read, narrate, and discuss the lesson reading passage using accompanying recordings.
- Read the grammar lesson and follow along with the recorded explanations.
- Complete accompanying exercises as assigned.
- Discuss any cultural and linguistic connections.

Lesson Arc for Spanish Grammar Study (completed over several lessons)

- Connect back to previous lessons by reviewing vocabulary, pronunciation, and grammar.
- Read the grammar lesson.
- Complete accompanying exercises as assigned.
- Read, narrate, and discuss the lesson reading passage using accompanying recordings.
- Discuss any cultural and linguistic connections.

Lesson Arc for Current Events

- Connect back to previous articles and topics.
- Use websites and periodicals from the target culture to identify any new significant events or developments of ongoing points of interest.
- Narrate, recording observations in the Modern Language Notebook.

Latin

The study of Latin helps students by allowing them to see grammar concepts that are more difficult to spot in English. This is because Latin has very regular rules of spelling that indicate singular and plural, subjects and objects, verb tense, etc. It is also useful for helping students develop English vocabulary, since many of our words have Latin roots (particularly in science). The stories in the Latin textbooks lend cultural insight to Ancient History studies. Older students even read some ancient texts in their original language. Latin is taught in much the same way as Modern Languages, using pictures, vignettes, narration, copywork, and dictation. The main differences are that, 1) Latin involves a heavier study of grammar and 2) There is more reading and a bit less oral work in Latin.

While the Alveary lesson plans rely heavily on the Latin programs we recommend, we do provide daily instructions for how to break up the chapters, what to do and in what order, how to incorporate Mason's language methods, and supplementary vocabulary. For placement purposes, here is a long-range plan for earning three high school credits in Latin:

Course Progression:

Grade	Content
5	Minimus: Starting Out in Latin Lessons 1-9
6	Minimus: Starting Out in Latin Lessons 10-12; Minimus Secundus: Moving On in Latin Lessons 1-6
7	Minimus Secundus: Moving On in Latin Lessons 7-12 (May use Term 3 to begin Cambridge)
8	Cambridge Latin Unit 1 Stages 1-6
9	Cambridge Latin Unit 1 Stages 7-12
10	Cambridge Latin Unit 2 Stages 13-18
11	Cambridge Latin Unit 2 Stages 19-24
12	Cambridge Latin Unit 3 (Independent Study-optional)

* Students can earn up to 3 Latin credits for high school--one for each Cambridge book completed. Check to see if Latin can fulfill the language requirements for graduation in your state. Also, check the entrance requirements for any colleges in which your student is interested.

Placement notes for students new to Latin

- **New in Grade 6:** 1 year of Minimus, 1 year of Minimus Secundus; Begin Cambridge in Grade 8
- **New in Grade 7:** 1 year of Minimus, skip Minimus Secundus; Begin Cambridge in Grade 8
- **New in Grade 8:** Begin with Cambridge and follow the chart from that point forward
- **New in Grade 9:** Begin with Cambridge; Complete Units 1 & 2 prior to graduation (skip Unit 3) for 2 Latin credits
- **New in Grade 10:** Begin with Cambridge; 1.5 years of Unit 1, 1.5 years of Unit 2 for 2 Latin credits
- **New in Grade 11:** Begin with Cambridge; 1 year Unit 1, 1 year Unit 2 for 2 Latin credits
- **New in Grade 12:** Not recommended
- **Advanced Option:** Students who excel in Latin or who have an interest in studying Classics in college may choose to complete all four levels of Cambridge at an accelerated pace to earn a fourth credit. This level includes original Latin texts.

Lesson Arc for Latin

- Connect back to previous lessons, briefly narrating the story so far.
- Introduce new vocabulary or review previous vocabulary using Quizlet.
- Read passage in Latin and narrate and/or translate into English.
- Practice using new grammatical structures in passage or in exercise.
- Latin composition.

Full Language Course Progression:

Grades 1-4	Grades 5-6	Grades 7-12
Modern Language 1	Modern Language 1	Modern Language 1
	Latin	Latin
		Optional: Modern Language 2 (Start with the plans for Grade 7)

Life Skills

In addition to providing enjoyable quiet time for contemplation, handicrafts teach such important qualities as precision, perseverance, and appreciation for form, function, and quality craftsmanship. They also support other areas of the curriculum. Students learn a variety of project skills each term and are encouraged to use these skills to create handmade gifts for others. High school students learn various skills appropriate for their age, i.e., driver's education and car maintenance.

Sloyd

These lessons will go much more smoothly if the teacher prepares thoroughly. As students gain experience and develop good fine motor skills and habits of precision, they will need less support. We provide video tutorials for most of the sloyd projects assigned in Grades 1-4. Beginning in Grade 5 projects require more independence.

Lesson Arc (may take several lessons to complete a project):

- Connect back to previous lesson and skills learned.
- Give students their materials and show them how to orient their paper.
- Read the instructions one step at a time. Model each step and make sure students complete it with precision before moving to the next step.
- When a project is complete, students may repeat it as many times as they wish to give as gifts or create original patterns that are similar to the project.

Home and Garden

Life skills include such useful things as cleaning, organizing, cooking, and gardening. Book suggestions are provided to support teachers and give them ideas, but these kinds of skills are best learned at the elbow of an experienced person. **Teachers should keep in mind that students need to be explicitly taught *how to do their chores before they can be expected to do them well.*** See Appendix 5 for a list of age-appropriate chores.

Note: This section is in Occupations in the Program.

Lesson Arc for new housework skill (will take several sessions):

- Choose one skill to focus on at a time.
- Allow the student to watch you at the skill. Verbalize your thinking. (What kinds of things do you look for? What are the steps? How do you know when you are done?)
- Have the student narrate what you did and your verbalized thoughts to make sure he/she understood correctly.
- Help the student create a checklist of materials needed and the steps involved. These can be left in a caddy or collected in a notebook. (Mason called such a notebook an "Inquire Within" book.)
- In the next session, begin by having the student retell how to do the skill and self-check using the checklist.
- Watch as the student performs the skill, offering guidance where necessary.
- Check the quality of work by looking together at the checklist.
- Each student is different. Some will need heavier guidance and more supervision than others for a longer period of time. Be watchful so that poor habits do not gain a foothold. Gradually decrease the level of supervision as the student's skill level increases.
- When the student consistently performs the task to a satisfactory level independently, introduce a new skill.

Handicrafts: Term Projects & Clay Modeling

Students will focus on a specific handicraft skill each term starting in Grade 2. Time should be set aside outside of morning lessons for the student to practice. Teachers who are not experienced should either invest time in learning the skill themselves (using books and videos) before attempting to teach it to students or enlist help, as handicrafts are learned easiest from an experienced person who can give attention to individuals or very small groups. To help you, we have included videos in the Lesson Plans.

Lesson Arc:

- Gather necessary materials.
- Show students one or more examples of a finished project using the skill being learned.
- Watch the video or demonstrate each step with the students trying it themselves so you can keep a watchful eye. Depending on the skill, some steps will need to be practiced for a while before moving on. Verbalize what you are doing and thinking. Have the student also verbalize as he/she practices until the step is mastered. Put steps together as the student is ready.
- When the project is finished, allow the student to self-assess by looking again at the model and articulating what parts were done well and which ones need more care next time.
- When the skill is mastered, have the student choose someone for whom to make a gift.

Keyboarding

Digital literacy is essential today. Fortunately, there are programs available that are both fun and free. [TypingClub](#) uses instructional videos, timed exercises, stories, and games to teach students both keyboarding and computer skills. Students will need to practice several days per week in the afternoons.

Lesson Arc:

- Teachers will need to create a free account for each student on TypingClub before beginning.
- Students with some experience should take the placement test on the site.
- **Teachers should watch for correct fingering as students type.**
- Optional: Once students learn correct fingering, they can start to type narrations. This may be especially helpful for students with learning differences.

Content Progression:

Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9 (optional)	Grade 10 (optional)
Beginner Level Lessons 1-88	Basic Level 1 Lessons 89-202	Basic Level 2 Lessons 203-285	Basic Level 3 Lessons 286-357	Advanced Level 1 Lessons 358-429	Advanced Levels 2-4 Lessons 430-524	Advanced Levels 5-9 Lessons 525-685

By the end of this course, students should be able to type 75 wpm.

Sewing & Lettering

We give special attention to sewing in Grades 1-6, as students are developing their small hand muscles. Beginners should work through the first twelve lessons in *Sewing School* to put together their sewing kits and learn the basics. After that, students may choose projects that interest them.

The study of lettering styles begins in Grade 7 and can be used to create beautiful collections of mottoes and quotes. It is a handy skill for addressing letters. It can even be combined with sloyd to create personalized cards and gifts. Students will need to “begin at the beginning,” first learning to make strokes correctly, much like when they first learned to write.

Lesson Arc:

- Have the students spend a few minutes warming up by practicing large arm movements on the chalkboard and drawing a few strokes they have already learned.
- Look at the new stroke or letter together. Allow the students to articulate what they notice. How will they achieve the desired look?
- Students should practice with a small piece of chalk (on its side) on the chalkboard first, so that erasing is easy.
- Have students practice the new stroke, letter, or letter combination with pen and paper. They should practice until they have six perfect examples before moving on to the next stroke.
- Have the students self-evaluate. They may circle their best examples or reflect on which parts were done well and which ones need more practice.

Content Progression:

Grade 1	Grades 2-3	Grades 4-6	Grades 7-8	Grade 9-10	Grades 11-12
Paper Folding	Paper Sloyd	Paper/ Cardboard Sloyd	Cardboard Sloyd		
Sewing	Sewing	Sewing	Lettering	Lettering	
Tidying, gardening	Tidying, gardening	Housework, gardening, cooking	Housework, gardening, cooking	Housework, gardening, cooking, and other skills	Housework, gardening, cooking, and other skills
	Handicraft Projects by term	Handicraft Projects by term	Handicraft Projects by term	Handicraft Projects by term	Handicraft Projects by term
		Technology	Technology	Technology	

Literature

Students study a wide variety of classic and modern literature. Much, but not all of it, coincides with the history being studied. Below is a breakdown of what kinds of literature are read, when they are started, and how to approach them.

Daily Poetry Reading

Students of all ages should spend 5-10 minutes each day reading poetry just for pleasure. This time can be scheduled at any time during the day, but may best be habituated if attached to a specific daily activity.

Students in Grades 5 and up also read Historical Poetry during their literature time. This category includes both poems that were written *during* the historical time period being studied and *about* events that happened during that time period.

Lesson Arc:

- Read the poem aloud. Repeat if desired.
- Have students narrate.
- Allow students to share any thoughts or connections.
- Read the poem again.

Literature Books

Lesson Arc:

- Connect back to previous lessons.
- Optional: Use a picture, map, or engaging question to prepare the student to receive the idea from the day's lesson. Talk about one or two unknown words that will be crucial to understanding. Ask the student to predict what will happen.
- Read the day's passage out loud or have the student read independently. Have the student narrate at the end of the passage.
- Give the student an opportunity to share his/her thoughts on the lesson and any connections made.

Drama: Shakespeare

Students begin reading Shakespeare plays in Grade 4, and they continue to read three plays per year through Form 6. Mason's purpose for such focused and consistent study seems to be Shakespeare's uncanny insight into human character. In *Philosophy of Education*, she tells us that students read their Shakespeare plays aloud and 'in character.' We have patterned our Shakespeare rotation on her original programmes insofar as students did not read every Shakespeare play, students in different Forms sometimes read different plays due to content, and they often repeated particular plays. **Therefore, there is no need to substitute a different play for the ones we have scheduled if your student has already read it.** Be sure to watch the Shakespeare webinar for guidance on the appropriateness of specific plays for certain ages.

Preparation

Shakespeare lessons can be made smoother if the teacher is familiar with the story. Students often need help keeping all the characters straight. Having something concrete, such as dolls with name tags, sock- or finger-puppets, clay characters, or even just pictures of each character will aid with comprehension and narration. Each student should have his/her own copy of the book and should be allowed to write in it.

Notes on Versions

Students should have an unabridged copy that is not in a modern language edition. The language complexity gets easier to understand with practice. (Note: Shakespeare's work does often contain bawdy jokes or off-color content that will go over the heads of students if left in its original form; a modern language version will lay it all right out there in plain, modern English.) We like the Folger editions because they are inexpensive, the lines are numbered (making it easy to find your place) and they contain good notes. These are available on the Folger website as free PDFs as well, though the notes are omitted.

Notes on Content

Teachers are sometimes wary of reading Shakespeare with their students, because the plays do contain material that they would deem inappropriate. The Alveary follows Mason's programs for younger students. That does not mean, however, that your student will never encounter anything unsavory. Our best advice is to read in such a way that these things are moved over quickly, without added attention being drawn to them. Mason assures us that Shakespeare provides students with rich language and character lessons that are unparalleled.

Notes on the Use of Videos

A play is much easier to understand when viewed, especially at first; however, many videos of Shakespeare plays contain inappropriate scenes. **Teachers are strongly cautioned to preview all Shakespeare videos and to seek reviews or call the box office about content and interpretation before taking students to see a live performance.** If you do choose to use a video, students should read and narrate each scene first.

Notes on Audio Recordings

Audio recordings are much safer to use than videos, and they still support students by having different actors for each role. The Arkangel Shakespeare recordings are highly recommended because of their quality, but you can also find the plays on Librivox. The recordings are intended to be a support tool for the books, not a substitute for them. Students should still get practice reading parts aloud, and they should always follow along in the book when listening to a recording.

Lesson Arc:

- Review the characters using the props prepared beforehand. Use the props to connect back to the previous lesson. Have students predict what will happen in the new scene.
- Read the new scene together aloud, taking parts, or listen to an audio recording while following along in the book. Students should underline and make notes freely in their books to help them focus on the written word.
- Have students narrate as frequently as necessary, using the props if needed.
- Allow students time to share their thoughts, connections, and predictions.
- After listening to an audio recording, choose a small passage for the students to practice reading aloud for a few minutes.
- Optional: Have students mark lines they would like to copy into their Commonplace Books or prepare for Recitation. Have them write character sketches in their Citizenship Notebooks.

Evening Reading: Classics & Historical Fiction

Reading quality literature is a habit to be instilled from the earliest ages. Families can make evening reading an enjoyable alternative to screen time that is sure to provide students and adults alike with priceless memories, as well as increased knowledge and cultural literacy. The Alveary provides a list of not-to-be-missed-in-childhood books (from picture books to literary classics for teens) in our Classics Book Shelf. Each year, we make specific recommendations of books from this list that complement the historical time period being studied. These books should be read purely for enjoyment and relationship-building. There is no need to have students narrate them, but they are sure to lead to lively conversations.

Sir Walter Scott was an author who shows up consistently across multiple Forms in Mason's original programmes. Scott was one of the very first historical fiction authors. In our own day, historical fiction is recognized as a distinct genre, and there are many more authors and titles from which to choose. We provide a list of great books on our Historical Fiction Book Shelf that correlate with the time period being studied and can be read in the evenings. Historical fiction books are also assigned in the Program.

History of Literature

Students begin a study of the history of literature in the English language in Grade 7. The readings focus primarily on American and British writing, and they are correlated with the historical period being studied each year. The materials we use outline the major developments in content, style, and philosophy during the time period. They include poems, short stories, essays, speeches, and excerpts from books. These excerpts may be extended to reading the entire book in the evenings, if desired.

Lesson Arc:

- Connect back to previous lesson.
- Optional: Use a picture, map, or engaging question to prepare the student to receive the idea from the day's lesson. Talk about one or two unknown words that will be crucial to understanding.
- Read the new passage out loud or have the student read it orally or silently. Study the excerpts in the text.
- Have the student narrate at the end of the passage.
- Give the student an opportunity to share his/her thoughts on the lesson and any connections made. Discuss how the excerpts in the text demonstrate the idea from the lesson.
- Extension: (May happen in one or more subsequent lessons) Read the assigned short stories, poems, or speeches that were mentioned in the text and narrate them. Discuss how they demonstrate the ideas from the text and the author's significance to the time.
- Optional: Students may enjoy trying to write a poem, short story, or speech in the style of the author.

Content Progression:

Grade 1	Grades 2-3	Grade 4	Grades 5-6	Grades 7-8	Grades 9-12
Daily poetry reading for pleasure	Daily poetry reading for pleasure	Daily poetry reading for pleasure	Daily poetry reading for pleasure	Daily poetry reading for pleasure	Daily poetry reading for pleasure
		Historical Poetry	Historical Poetry	Historical Poetry	Historical Poetry
Fairy Tales, Tall Tales, and Fables	Greek Mythology	Norse Mythology	World Mythology		History of Literature
		Shakespeare	Shakespeare	Shakespeare	Shakespeare and other plays
		Historical Fiction	Historical Fiction	Historical Fiction	General Literature (morning, evening reading)
Classic Literature (evening reading)	Classic Literature (evening reading)	Classic Literature (evening reading)	Classic Literature (evening reading)	Classic Literature (evening reading)	General Literature (morning, evening reading)

Afternoon and Evening Reading:

Grade 1	Grades 2-8	Grades 9-12
Classic Literature	Classic Literature	All genres
	Historical Fiction	
	Biographies	
	Travel Readers	

Mathematics

Choosing a Math Program

Choosing a math program can be a daunting task because there are so many choices. Our understanding of how students learn mathematics has increased significantly since Mason's time. The Alveary team strongly recommends RightStart Math because we know that it is comprehensive, uses methods of inquiry and discovery, has built-in mental math practice, and emphasizes ideas (through manipulatives) before algorithms. There are other math programs available with similar characteristics, such as Singapore and JUMP Math, but we feel that RightStart supports the teacher in a way that other programs do not. Their customer service is excellent--they provide helpful videos online, and they will even walk you through concepts you do not understand.

If you choose to use something other than RightStart, we recommend looking for a math program with the following characteristics:

1. Thoroughly covers all of elementary and intermediate arithmetic (number, counting, shapes, place value, addition, subtraction, multiplication, division, fractions, decimals, measurement, graphing, money, time, perimeter, area, etc.) in the elementary years, with an introduction to Algebra and Geometry in middle school;
2. Uses a wide variety of manipulatives (even for Algebra and Geometry), including common household objects and base-ten blocks;
3. Allows students to discover mathematical truths using concrete objects before moving to a pictorial representation and then, finally, to a numerical (symbolic/abstract) representation;
4. Teaches strategies for mentally manipulating numbers and contains practice with mental math;
5. Contains real-world-style story problems for each concept;
6. Approaches concepts from a variety of angles;
7. Systematically teaches and reviews basic math facts;
8. Avoids teaching procedures such as "carrying," "borrowing," or "multiplying by the denominator" until the concepts behind such "tricks" are thoroughly mastered;
9. Requires students to verbalize or write out their reasoning;
10. Relies more on manipulatives and oral work than on worksheets, especially in the younger years;
11. Provides very detailed instructions for teachers (especially important for those teachers who did not receive a math education that taught them how to think mathematically); and
12. Contains built-in review of concepts which requires students to think through which procedure to use to solve a problem.

Different curricula are structured differently and the skills and concepts vary so widely that one lesson arc will not be useful. However, we can provide a few notes:

- Your lessons will go much smoother if you work through them as a student before trying to teach them. Try to stay several lessons ahead of your student so that you can see where the program is going. Note the places where you have to stop and think, because those are probably going to be places where students are going to be challenged, as well.

- Resist the temptation to fall back on just teaching a memorizable procedure when the student struggles with a concept. Growth happens in the struggle. Work on resilience by modeling a [growth mindset](#).
- When your student hits a wall during a lesson, stop and move on to the next subject in your day or take a break. Explain that even when you stop working on a problem, your brain continues to work on it while you do other things, and you don't even know it. Many times, when you come back to the problem the next day, it comes more easily.
- **Most importantly, resist the temptation to hop from one curriculum to another**, as each program has its own scope and sequence, and switching will inevitably cause gaps. Find a program that has as many of the characteristics from the list above as possible, and then stick with it.
- **It is critically important to keep up the recommended pace for math study, *even in the early Forms***, because the cumulative effects of slower pacing can have real consequences in terms of high school graduation and college entrance. Math is one subject in which you really cannot afford to get behind, even if that means you need to continue mathematics study between terms. *We are referring here to the consistent daily completion of lessons and not the pace of your student's understanding.* The pace of understanding will vary based on many factors. We have paced out a "theoretical" sequence of mathematics study below; however, you will need to move at your students' pace to make sure they are mastering the material. Not all students are expected to complete calculus in high school.

Forms 1-3 Course Progression:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
RightStart Level A*	RightStart Level B	RightStart Level C	RightStart Level D	RightStart Level E	RightStart Level F	RightStart Level G (first half)	RightStart Level G (second half)
						Hands-On Equations	Jacobs' Elementary Algebra (first half)

* RightStart Level A was written for kindergarten. Some students may be able to skip it, and thus gain a "cushion" year in case they get behind or they want to pursue more advanced math study in high school. All students should take the placement test on the RightStart website prior to beginning the program.

Forms 4-6 Course Progression:

Grade 9	Grade 10	Grade 11	Grade 12
Jacobs' Elementary Algebra (second half)	Foerster's Algebra II/Trig (first half)	Foerster's Algebra II/Trig (second half)	Foerster's Precalculus (second half)
Geometry (first half)	Geometry (second half)	Foerster's Precalculus (first half)	(Optional) Continue to Calculus

Math History

The study of mathematics is enhanced by the discovery of how it was developed by real people who needed to solve real problems. For Form 3 and above, math history is included in the science curriculum as well. The high school library contains a math category for students interested in pursuing math topics, including history, further.

Lesson Arc:

- Connect back to previous lesson.
- Optional: Use a picture, map, or engaging question to prepare the student to receive the idea from the day's lesson. Talk about one or two unknown words that will be crucial to understanding.
- Read the new passage out loud or have the student read it orally or silently.
- Have the student narrate at the end of the passage.
- Give the student an opportunity to share his/her thoughts on the lesson and any connections made.
- Optional: Attempt to recreate some of the problems from the stories.

Grades 5-6	Grades 7-8	Grades 9-12
The Story of Arithmetic	The Story of Geometry Additional topics included in the science curriculum	Included in the science curriculum High school library options

Physical Education

Mason emphasized that being physically fit is just as important as being mentally and spiritually fit. She used a combination of Swedish Drill (calisthenic exercises done to music or military-style commands), playground games, sports, dance, free play, and afternoon walks to make sure students had time for vigorous exercise every single day.

Games

The playground games we use in Grades 1-3 are music-based. They help students develop rhythm sense through activities such as bouncing a ball, clapping, passing objects, and jumping rope while singing. In Grade 4, we introduce more traditional playground games. These games are important for helping students learn fair play and conflict resolution in addition to improving physical fitness. Competitive games are best reserved for Grades 4 and up, when students are a bit more mature.

Sports

Team sports are taught beginning in Grade 4. Students concentrate on the skills required for one sport each term. The book we use supports this study regardless of whether or not your students can play on a team.

Dance

Students in Grades 1-6 learn simple dances that give them another opportunity to practice singing and developing a sense of rhythm while building knowledge of the basic steps they will use later in more complex dances. Students in Grades 7 and up learn one folk dance per term. These dances are correlated with the historical time period, represent varied cultures, and are sometimes performed to music of the term's composer.

Free Play

It is critically important that students of every age have time outside to move and explore as they choose. Mason's recommendation was that 2-3 hours every day be given to students for this purpose. While teachers should be aware of where the students are and what they are doing, their presence should be unobtrusive, and they should not organize activities for that time.

Content Progression:

Grades 1-3	Grades 4-6	Grades 7-12
Musical Games	Playground Games	Playground Games
Traditional Folk Dancing	Traditional Folk Dancing	Historical Folk Dancing
Free Play	Free Play	Free Play
	Sports	Sports

Music

Mason believed that all students can and should learn to sing, play piano, and appreciate fine music. In order to facilitate this, however, we must understand that music instruction carries equal importance with subjects normally described as “core” subjects. Music education should help students see music as a regular part of living as a human being, not as an extra-curricular subject. Mason’s model helps us see how to incorporate music into our daily lives.

Sol-fa

Sol-fa (also called solfege) is a method that teaches the language of music in the same way other languages are taught. Aural (ear) training comes first, as students learn to match pitch and to recognize how pitches are related in a scale. Hand signs that correspond with each pitch’s position on the scale are practiced while singing. This helps students remember where each pitch belongs on the scale. Later, it also provides a way for students to practice changing pitches to the correct degree by watching the teacher’s hand signs. As students learn to match pitches and find relative pitches through singing and using the hand signs, they gradually apply that knowledge to written music.

First graders begin to develop musicality by marching, imitating, and playing games with music and then begin Sol-fa lessons in Grade 2. The Alveary provides weekly video and/or audio lessons which guide students through exercises in rhythm and pitch and teach them to sight-sing and understand the fundamentals of music theory. As students progress, they are better equipped to listen intelligently to all types of music.

Lesson Arc:

- Warm up ears, voices, hands, and bodies using the scale and intervals the student already knows.
- Connect back to the previous lesson.
- Introduce the new concept.
- Have the student practice the new concept.
- Record the new concept in the Music Journal if applicable.
- Allow students an opportunity to share their thoughts and make connections.

Hymns, Spirituals, & Folk Songs

Students learn traditional hymns that often correspond both with the Church’s liturgical seasons and with the historical time period being studied. Hymns are used for recitation as well as singing. This gives students extra time to think about the messages communicated in the text. This year we added Spirituals as part of our religious music program.

Folk music is the music of the people. Each term, students learn folk and patriotic songs that generally correspond with the historical time period being studied. This gives a glimpse of another facet of living during that time, as students share in the joys and struggles of the people through song. Patriotic songs are specifically about the love one has for one’s country, and Mason even included British marches in this area of the program. Our national catalogs of patriotic music add richness to our North American curriculum.

Lesson Arc for Hymns, Spirituals, & Folk Songs:

- Warm up by singing a song or verse you already know or doing vocal warm-up exercises.
- Listen to the new song all the way through.
- Echo sing on a neutral vowel, such as “hoo,” line by line (or longer sections for more advanced students) until the melody is learned.
- Read through the words. Have the student narrate the lyrics. Give the student an opportunity to share any connections or thoughts on the song. Practice diction.

- Echo-speak the text using the correct rhythm and/or clap the rhythm.
- Echo-sing with words and melody, line-by-line for one verse (or longer for more advanced students)
- Play the song again and sing along with the verse(s) you know.

Music Appreciation (Composer Study)

Students in Grade 1 begin Music Appreciation by learning about the instruments in the orchestra and by listening to accessible pieces such as *Peter and the Wolf* and *The Carnival of the Animals*. Starting in Grade 2, students study a composer (or occasionally, multiple composers) per term, the selection of which is correlated with the historical time period. While there are lessons just for listening to the composer’s work, the music often spills over into dance, piano, and music theory or even sol-fa lessons. Students will compare pieces with other works and other composers studied. Older students copy parts of musical works in their Music Journals and may learn to perform pieces by the term’s composer as they are able.

Lesson Arc:

- Connect back to the previous lesson.
- Share a little about the life of the composer.
- Introduce any idea or musical element for which the students should listen.
- Listen to the day’s selection.
- Have students “narrate” the music by telling about things they noticed or singing/humming a part of the selection.
- Older students may copy major melodies in their Music Journals and play them on the piano.
- Allow students an opportunity to share their thoughts and connections.
- Extension: Play the term’s music during car rides, while doing handicraft practice, or during other afternoon and evening activities.

Piano

Piano was consistently listed as a required subject in Mason’s original programmes. No other instrument provides the same kind of visual support for musical concepts (with steps and half-steps laid out physically on the keyboard), and what is learned on piano is easily translated to other instruments. Mason embraced the methodology of Curwen, who insisted that musical symbols and notation should be learned through singing first. Curwen’s method includes visualization and dictation activities very similar to those employed during English copywork and dictation lessons. Duets are a key feature of her exercises so that even students who can manage only a simple melody line have a chance to play beautiful pieces with interpretation and expression. This is very different from the way traditional piano lessons are taught, so parents are encouraged to find a local teacher who is open to teaching this way. Materials and some video lessons are available at curwenmusic.com. If this is not an option, some recommend Suzuki as a comparable method, and the Hoffman Academy offers free and paid piano lessons via online video that follow a similar pattern (see Program for links). Of course, not every family has a piano, but keyboards are a workable substitute, and generally take up less space. There will be limitations with a keyboard, as the action or “touch” of the keys is often very different from a piano, but students may at least begin their studies this way.

While Mason had students start piano lessons in Grade 1, student development experts (and Curwen herself) encourage waiting until the student is 7 or 8 to start formal training on the piano. Curwen assures us that, if the student is singing and learning rhythm through marches and movement games, the time of waiting for the student to be developmentally ready to play piano will not be lost. As students progress they may start to learn simplified pieces by the term’s composer, building a connection between the student, the music, and the composer. (Piano is in the Occupations section of the Program.)

Content Progression:

Grade 1	Grades 2-3	Grades 4-6	Grades 7-8	Grades 9-12
Listen to the term's music for pleasure (afternoons and evenings)	Listen to the term's music for pleasure (afternoons and evenings)	Listen to the term's music for pleasure (afternoons and evenings)	Listen to the term's music for pleasure (afternoons and evenings)	Listen to the term's music for pleasure (afternoons and evenings)
Singing Games	Sol-fa	Sol-fa	Sol-fa	Sol-fa
Folk & Patriotic songs (2 per term)	Folk & Patriotic songs (2 per term)	Folk & Patriotic songs (2 per term)	Folk & Patriotic songs (2 per term)	Folk & Patriotic songs (2 per term)
Hymns (2 per term)	Hymns (2 per term)	Hymns (2 per term)	Hymns (2 per term)	Hymns (2 per term)
Introduction to Classical Music	Composer Study (usually 1 composer per term)	Composer Study (usually 1 composer per term)	Composer Study (usually 1 composer per term)	Composer Study (usually 1 composer per term)
Piano lessons (optional)	Piano lessons	Piano lessons	Piano lessons	Piano or other instrument lessons
		Learn to play pieces by composer on piano	Learn to play pieces by composer on piano	Learn to play pieces by composer
			Music Theory	Music Theory

Science

With the help of a grant from Templeton Worldwide Charities, CMI has developed a robust and modern course of study that answers today’s cultural emphasis on STEM subjects, but which adheres to Mason’s ideas and practices, and which situates science within its historical contexts. This program has been vetted by scientists, professors of science, and Mason experts.

Nature Study

Often in Mason’s schools, nature notebooking was scheduled every afternoon so that each student could have as much time as needed to record personal observations made during daily nature walks. Form 1 students had very specific things to look for each season: wild fruits in fall, birds and trees in winter, and animals and insects in spring. Form 2 students broadened their scope a bit from that, but they still relied on what they were reading in science to point them toward things to look for on their walks. It wasn’t until Form 3 that the guidelines loosened to allow students to completely follow their interests, using field guides fairly independently, making drawings, diagrams, and notes as they chose. Pulling the nature notebook back into the main body of the curriculum results in the opportunity for habits of close observation and scientific note-taking to take root as a natural part of life.

The point of a nature notebook is to make a personal record of the local flora, fauna, and seasonal changes as observed by the student. It is not to paint perfect plant and animal portraits in the style of *Diary of An Edwardian Lady*. (Edith Holden did beautiful work, but she was also a professional artist.) Our focus rests more on following a purposeful process and less on creating a perfect product. Nature study notebooks are highly personal. Some will contain more drawings and paintings, and others will contain more text. Some will incorporate poetry (copied or original), hymns, border designs, and margin notes in widely varying styles. The important thing to remember is that this notebook belongs to the student.

There are no special instructions for setting up a nature study notebook for Forms 1-2. Students may choose to draw or paint a title page at the beginning of each month, but this is not necessary. Form 3 students, however, need to keep running lists of birds, flowers, and insects. In the notebooks found in the archive, students handled this by working from front-to-back with their drawings and from back-to-front with their lists, which looked a bit like this:

Date	Location	Common Name	Latin name	J	F	M	A	M	J	J	A	S	O	N	D
2/26/18	Garden edge	Wild Daffodil	Narcissus pseudonarcissus		✓	✓									

This chart shows when and where the student first saw wild daffodils. Then the student noted how long he continued to see the flower on nature walks by simply making a check mark under the first letter of the month. By April, they were all gone. Next year, he will know when and where to look for wild daffodils. Students who are so inclined could add a column for the page number on which the specimen appears in the notebook. That page could include notes about the weather and other things noticed during the walk. Some students might want to include a beautiful transcription of the famous Wordsworth poem on daffodils or write their own poem. While there is no need to paint every day, students should make notes every day. See Appendix 6 for more detail on what might be included in a student’s Nature Notebook.

Special Studies

A Special Study is simply something that the student wants to investigate in-depth over the course of several weeks, a whole term, or even a whole year. It might be a pair of birds that live in a bush nearby that the student watches from the time of nest-building through when the babies fly away. Or, it may be a single tree that the student observes carefully through the seasons to notice what kinds of changes take place and when. Or maybe the student is really interested in spiders and wants to read about them and see how many different kinds he/she can find in a term. This is an opportunity for the deep study of one thing.

To help with these special studies, Mason's programmes included seasonal readers and other nature lore books. These books provide students with things to look for on their daily walks. When the student's interest is piqued by something that can be observed in your area, it can become a special study. You can look for books on that subject at your local library to deepen the student's knowledge as he/she observes each day.

Object Lessons

Object lessons are a way to guide student observations through a series of questions. Anna Comstock's *Handbook of Nature Study* is full of object lessons. We often recommend reading from this book as a way to prepare for natural history lessons. While you can read from Comstock's book during lessons, it makes a great deal of difference when the teacher simply "knows" a specimen and can come alongside students in the moment. Mason tells us that studying natural history yourself is one of the best things you can do for your students.

Nature Lore

Nature lore books give an intimate look at plant and animal behavior. These books do much to awaken wonder and interest and to help students form a deeper relationship with creation. In Form 1, the nature lore books are seasonal, and so they can also be a help with special studies. In Forms 2 and 3, students will read more general stories. Nature Lore books suggest many things that students can look for during their daily nature walks. For Grades 1-8 (Forms 1-3), we made suggestions on the Occupations page of the Lesson Plans. Do not feel that you need to do them all; follow student interest and what is readily observable in your area instead.

Natural History

Many of the books used for Natural History could also be considered "Life Science." Students read about plants, anatomy, animals, cells, microorganisms, and more in this subject.

General and Lab Sciences

Form 1 students begin by laying the foundation for life science and biology studies with a focus on North American biomes. They learn that certain plants and animals live in certain places, because that place provides for its needs. They also learn that the species that are found together are interdependent.

Form 2 students are introduced to real scientists who are conducting real research to solve real problems. Through the books used in this course, students learn about a variety of General Science topics while they watch the scientific method in action. This course has accompanying labs, which are done in the afternoons.

Form 3 students study Physical Science through books that outline this history of scientific thought. This approach helps them see the ebb and flow of scientific ideas and how they influenced--and were influenced by--culture. As they see ideas and theories come, go, and sometimes graduate into laws, they will develop the understanding that science is ever progressing, and that we must hold loosely to the things we think we know.

Form 4 students begin the study of the disciplines of science with physics and anatomy. The students need to be currently taking algebra or above for success in physics.

Form 5 students continue with biology followed by chemistry. The high school science library provides many book choices to enable students to explore their interests in a wide variety of topics.

Form 6 students are able to choose from several science electives. We will continue to add to the available options.

Content Progression:

Grades 1-3	Grades 4-6	Grades 7-8	Grades 9-12
Daily walks with nature notebook: student draws or paints and dictates observations	Daily walks with nature notebook: student draws or paints and writes observations	Daily walks with nature notebook: student draws or paints, writes observations, keeps daily notes, and keeps lists of birds, flowers, and insects	Daily walks with nature notebook: student draws or paints, writes observations, keeps daily notes, and keeps lists of birds, flowers, and insects
Special studies: wild fruits, wildflowers, twigs of trees, birds, and other animals	Special studies based on seasonal readers and/or student interest	Special studies based on seasons and climate	Special studies based on seasons and climate
Nature lore: Birds, insects, plants, animals	Nature lore: Wild animals	Nature lore: Wild animals	
North American Biomes	Studying With Scientists	Natural History topics	Natural History topics
		Physical Science	Physics, Biology, Chemistry, and Electives

Afternoon Occupations

While most of your lessons will be finished by around noon, learning opportunities continue for the rest of the day. Afternoon Occupations help students learn to use their leisure time productively. In addition to lots of time for free play and nature journaling, students will also paint, pursue handicrafts, practice piano, and read for pleasure. In the lesson plans for Grades 1-8 (Forms 1-3), you will find many suggestions for Afternoon Occupations that relate to the term's reading. There is absolutely no pressure to do them all every day. Instead, call your students together at the end of morning lessons, look over your options for the afternoon together, and make a plan for what you will do after lunch. Try to keep activities as varied as possible, and prioritize math games and science labs, which are required parts of those courses.

Grades 1-3	Grades 4-6	Grades 7-8	Grades 9-12
Math Games	Math Games		
	Science Labs	Science Labs	Science Labs
Outdoors: Play, nature walks, geography walks, nature journaling	Outdoors: Play, nature walks, geography walks, nature journaling	Outdoors: Play, nature walks, geography walks, nature journaling	Outdoors: Play, nature walks, geography walks, nature journaling
Brush drawings of stories read	Brush drawings of stories read	Brush drawings of stories read	Brush drawings of stories read
Evening Reading: Classics	Evening Reading: Classics, Historical Fiction, Travel Readers, Biographies	Evening Reading: Classics, Historical Fiction, Travel Readers, Biographies	Evening Reading
Working in Home & Garden	Working in Home & Garden	Working in Home & Garden	Working in Home & Garden
Piano Practice (Grades 2-3 only)	Piano Practice	Piano Practice	Piano Practice
Current Events (discussion only)	Current Events from child-friendly sources	Current Events from newspapers & magazines	Current Events from newspapers & magazines
Timelines	Timelines & Notebooks (Book of Centuries: Grades 5-6)	Timelines & Notebooks	Notebook

Examinations

Examinations are an integral part of Mason's model, so we do not list them as optional. They serve a couple of very important purposes. First, they serve as a second narration after some time has passed. This gives students an opportunity to think about the ideas again, make new connections, and gain new insights as they look back on the body of work they studied that term. Second, they allow teachers to see what content made it into each student's long-term memory. In fact, this second narration actually makes it more likely that the content is, indeed, remembered long-term. Third, exams are fun! No, really! students actually enjoy sharing what they have learned during a term. This is a chance for them to celebrate their hard work. Many are shocked by how much they learned. It can be encouraging for teachers, as well, to see just how much you were able to do in 11 weeks. Fourth, reading exam responses is necessary for reflective practice in teaching. It helps teachers take the time to think about what went well during the term and what didn't. The minimum week-long break after exam week that we recommend gives teachers a chance to use the insights gleaned from exams to improve their plans for the next term, so that they can go back refreshed. Finally, exam responses help us evaluate the books we recommend, which is why we ask teachers to consider sharing their students' exams with us.

There is not a lesson arc for exams, however we provide detailed instructions on our exam materials that are adapted directly from Mason's document *A Liberal Education For All*:

Duration

- Exams begin on Monday and occupy a whole school week.
- Each subject is examined during its regular time in the schedule.
- If the whole time is not required for a subject, then the remainder of the time may be given to a subject that takes longer.
- Questions that cannot be finished in the allotted time may be omitted once all the time in the schedule has been used. Only students who cannot write their own responses may be asked to work outside the normal schedule hours if necessary.

Preliminary Considerations

1. Prepare your student(s) (especially any with anxiety) by explaining that the purpose of exams is to see how the books are working. If they have trouble with some questions, that's ok, because it helps us know that *we* (the adults) need to do something different.
2. If you have more than one student who needs to dictate responses, it would be a good idea to enlist a friend or relative with another computer to come help during exam week. Another idea might be to allow older students to type for younger students and do their own exams the following week, or to just split your students up and let some take exams one week and others do them the next week.
3. Go over the rubrics with students before starting so they know the expectations.
4. Make a copy or download an editable version of the exam document to your computer so you can type or insert pictures within it.
5. The questions *must not* be read to the students prior to the exam.
6. Students should be given one question at a time at the appointed time in the schedule. The question should be dictated to them or written on the board.

7. No lessons should take place once exams begin.
8. Try not to get discouraged (or let the student get discouraged) if your student cannot remember something. It is not at all unusual for it to take 2, 3, or even more times going through this process for a student to understand what is expected during exams, to consciously change some habits during lesson times, and to begin to accurately demonstrate on exams what has been learned during the term. This is not a “one-and-done” process; you are looking for growth over time.

Written Examination

- Students who cannot yet write should dictate responses to questions as an adult or older sibling writes or types their words. Do not correct or reword if the student uses incorrect grammar. If the scribe must say something while the student is narrating, record those words and indicate with [brackets].
- Expectations for writing responses:
 - Grade 1: Dictate all responses
 - Grade 2: Write one response
 - Grade 3: Write two responses
 - Grade 4: Write two or more responses in each subject
 - Grade 5+: Write or type all responses independently
 - Note: Older students with learning differences may be accommodated appropriately.
- The question should be included above the corresponding response.
- A question may be replaced by the teacher if the content it covers was not taught.

Scoring

Exams need to be assessed by the teacher. Doing so will aid you in making appropriate tweaks in the following term. We also recommend that students assess their own exams. In fact, having them assess themselves prior to turning in their exams can sometimes help them self-correct. It is often interesting to compare a student’s self-evaluation with the teacher’s evaluation, as the students are usually hardest on themselves. We also encourage teachers and students to have a conversation at the end of each term reflecting on student progress. In school and co-op settings, this conversation should include the teacher, the student, and the parents to make sure all parties move forward in unity. Try asking the student questions such as:

- How do you think things went this term?
- What did you enjoy the most this term?
- Where do you think you grew the most this term?
- Which subjects were hardest for you?
- What kind of plan can we make together to help you grow in those areas?
- What do you need from me?

These conversations will build relationship and trust and help students learn to take responsibility for their own learning.

The rubrics below can help you quasi-quantify student progress, although you should keep in mind that these types of assessments are inherently subjective. It can really help to have more than one teacher assess the same exam using the same rubric, especially when you are first learning to use rubrics. Also, be sure to explain the rubrics to students prior to exams once they are old enough to write their responses, so that they understand what is expected of them.

Written Responses

Score	Description
4	This response is clear, organized, accurate, detailed (including specific names of people and places), and insightful.
3	This response includes mostly accurate information and some detail.
2	This response includes the main ideas or events, though they may be a bit disorganized and lack detail.
1	This response contains significant inaccuracies.

Performance Responses

(Songs, recitation, etc.)

Score	Description
4	This performance demonstrated excellent technique and/or accuracy, as well as personal interpretation and/or expression.
3	This performance showed mastery of technique and/or accuracy, and showed some personal interpretation and/or expression.
2	This performance showed lack of technique and/or accuracy and little personal interpretation and/or expression.
1	This performance showed neither mastery of technique or mastery nor personal interpretation or expression.

Modern Language Responses

We recommend the rubrics by Martina Bex of The Comprehensible Classroom: [Rubric: Speaking assessment rubrics for World Language classes](#). (This is a free download on the Teachers Pay Teachers site. The document is designed for use in classrooms with multiple students, therefore you should review each page prior to printing.)

Term Work Samples

(Handicrafts, notebooks, etc.)

Score	Description
4	This work sample is accurate, clear, neat, and complete.
3	This work sample is complete and accurate, though it lacks neatness.
2	This work sample has some missing components or it contains some minor inaccuracies. It may or may not be neat.
1	This work sample is largely incomplete and largely inaccurate. It may or may not be neat.

Post-Exam Considerations

- Teachers are strongly advised to take at least one week off school upon completion of exams for rest, scoring, reflection, and the writing of a narrative report card for each student.
- You will find it helpful to score responses each afternoon instead of waiting until the last day to do them all. You can put the scores and any comments you have right in the document.
- Do go over the exam with your students at the end of the process. Ask how they think they did. If there was a question they did particularly poorly on, ask them why they think that happened. Is the book not interesting? Do they think they need to pay better attention during those lessons? Noting their responses will be helpful to you, your student, and us. Students in Grades 7+/Forms 3+ should be given an opportunity to score their own work.
- This is the perfect time for you as a teacher to engage in “reflective practice.” As you give and score exams, take some time to think: What did we do really well this term? What did we spend less time on that we may need to invest more time on next term? Are there issues with some of the books? (If so, please let us know through [Contact Us](#).) Is there a habit I need to work on or help my student work on to promote growth? Set a few goals for yourself.

Submission instructions will be posted on each term's exams. See the Reflective Practice Plan Book for more guidance.

Appendix 1: Model Citizenship Notebook

The keeping of a Citizenship Notebook is optional, but it can greatly enhance the students' character development. If you choose to keep a Citizenship Notebook, note that you do not have to include all of the sections at once or keep making entries forever. The notebook is a way to help students get started thinking intentionally about character. After a while, this kind of thinking becomes a habit, at which point students no longer need the notebook as a help.

Section 1: Ourselves

Map of Mansoul

(To be drawn and filled in as a narration while the book is being read)

Government of Mansoul

This is a narration in table form to help students wade through the allegory in this book.

Department	Officer	Job	Acting As Servant	Acting As Master
<i>Esquires of the Body (Appetites)</i>	<i>Hunger</i>	<i>To make sure we have enough energy to live</i>	<i>Body is nourished with healthy energy</i>	<i>Gluttony, greediness, fat, health problems</i>
<i>Esquires of the Body (Appetites)</i>	<i>Thirst</i>	<i>To provide enough water for us to keep our bodies functioning well</i>	<i>Body is well-hydrated</i>	<i>Drunkenness</i>

List of Virtues

This is a place where you can list virtues that are either mentioned directly in your books (including, but not limited to, *Ourselves*) or displayed by characters in your books. You can choose to include the meanings of words with which you were unfamiliar and/or reflect on which virtues you would like to emulate.

From Stories of the Faerie Queene by Mary Macleod (an allegory that focuses on lessons in character):

- 1) *Temperance: moderation in actions, thoughts, and feelings; restraint; doesn't take anything to excess*
- 2) *Justice: Fairness*
- 3) *Courtesy: Respect for others*

- 4) Friendship
- 5) Constancy: steadfastness; remaining the same, no matter what
- 6) Holiness
- 7) Truth
- 8) Prudence: good judgment; can see the risks of a behavior and avoid trouble

Habits Log

May, 2018: I want to work on keeping my room clean because I like it when I can find things. I will set an alarm on my phone to remind me each day at 4:00.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
✓	✓	✓	✓	X	X	✓	✓	✓	✓	✓	X	X	X	✓	X
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
X	✓	X	X	✓	✓	X	✓	✓	✓	✓	✓	✓	X	✓	

I did ok this month. It feels good to go to bed at night when my room is clean. It's starting to feel weird when my room isn't clean now. I'm going to continue to set my phone for 4:00. That was a big help, but some days I wasn't at home at 4:00. Maybe I should set another alarm at 8:00 just in case.

June, 2018: I need to get better at running. I don't exercise enough and it makes me feel embarrassed when I get out of breath when others aren't. I want a strong, healthy body. I will try to work up to running for 15 minutes without stopping.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1 m	1 m	1 m	2 m	x	1 m	3 m	2 m	x	x	2 m	3 m	4 m	4 m	5 m
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
x	x	x	4 m	7 m	6 m	7 m	8 m	x	7 m	7 m	8 m	8 m	9 m	9 m

I definitely improved, and I feel really good! I didn't quite reach my goal, though. I'm going to continue to practice this habit next month. I think I can reach my goal by then.

*Note: This section is highly personal. While you may want to have occasional check-in conversations about what the student is working on, how he/she thinks it is going, and strategies for solving problems, ultimately this must be an opportunity for the student to practice willing. Come to the conversation ready to share your own struggles, and model your thinking on what to do about them.

Section 2: Life Skills

This is a place where students can write down the steps for chores and how they will know when they are finished. It can be used to self-assess until the job becomes a habit. Being a good citizen does not simply include big things like voting; it includes pitching in to make life and home more pleasant for those with whom we live.

Taking Out the Trash

- 1. Check each room for loose trash laying around and put it in the nearest trash can.*
- 2. Empty all the smaller trash cans from bedrooms, bathrooms, and the study into the large can in the kitchen.*
- 3. Replace the liners in the small cans and put them back where they belong.*
- 4. Remove the full bag from the kitchen trash can. Tie it up.*
- 5. Replace the liner in the kitchen can.*
- 6. Take the bag to the large can outside.*
- 7. If it is trash pickup day, roll the large can out to the end of the driveway.*
- 8. After the trash is picked up, roll the large can back to its usual place.*

Section 3: Character Sketches

These can be executed on any character in any subject, but special attention should be given to Plutarch, Shakespeare, Bible, Literature, and History. As you read about a person or character, think about the following as you write a brief character sketch:

- Tell who the person is and whether s/he was historical or fictional. If historical, give the time period and place. If fictional, give the title of the book.
- Describe a little about the person's significance.
- What were this person's greatest attributes?
- What were this person's greatest weaknesses or failures?
- What would you most like to emulate about this person?
- What mistakes did this person make that you would most like to avoid?
- Would you consider this person to be governed by will or weak-willed? Why?

King David

(Israel; Reign: c.1010-970 B.C.)

David was the king of Israel. David had a heart for God and was very passionate. Most of the time, he seemed to really try to seek God's wisdom and follow His law. He was also impulsive, which got him in trouble. I think the worst time this happened was with Bathsheba and her husband. In that instance, he was very willful, thinking only of himself. But later he felt remorse for his sin and turned back to God. For the most part, I think David was strong-willed, because he tried to do the right thing even when it was hard. He was a good leader. I think the trait that I would most like to emulate would be David's joy. I loved the story about him dancing in the street, even though his wife made fun of him. The trait I would like to avoid most is David's impulsivity. If he had stopped to think about his actions, tragedy could have been avoided.

Section 4: Way of the Will Chart

"A king is not a king unless he reigns and a man is less than a man unless he wills."

-Charlotte Mason, vol. 6, p. 133

Any character or historical figure from any course can be placed on this chart, but special attention should be paid to Plutarch, Shakespeare, Literature, and History. You can read more about this concept in Laurie Bestvater's book, *The Living Page*.

<u>Weak-Willed</u>	<u>Governed by Will</u>
When a person cannot make him/herself do what he/she knows is the right thing (Ruled by desires, ambition, fear, stubbornness, passion, impulsivity, influence from others, convention, etc.)	When a person makes him/herself do what he/she knows is right, even when it is hard (Ruled by conscience, faithfulness, aims that are higher than self, honor, etc.)

<u>Unworthy or Evil Ends</u>	<u>Worthy or Good Ends</u>	<u>Unworthy or Evil Ends</u>	<u>Worthy or Good Ends</u>
<i>Lady Macbeth</i>	<i>Jo March</i>	<i>Brutus</i>	<i>George Washington</i>
<i>Julius Caesar</i>	<i>Catherine the Great</i>	<i>Thomas More</i>	<i>Jesus</i>

Note that this chart is somewhat subjective. Students may disagree on where to place a character, and characters can even be in more than one category, depending on the circumstance. The point is to have students engage in judgment of action and motive and to start to develop awareness that, regardless of the outcome, character and the manner in which things are done matter. Students may be given an opportunity to add to this chart during discussion time.

Section 5: Current Events

Students should scan headlines and choose significant and/or interesting stories to record briefly each day. While a full written narration is not necessary here, the chosen article(s) should be read and narrated orally.

6/28/18	<i>Five journalists were killed at their office in Maryland.</i>
6/29/18	<i>Supreme Court Justice Anthony Kennedy is retiring. This means President Trump can nominate a conservative judge. Kennedy was more in the middle. Lots of women under 30 are running for office.</i>
6/30/18	<i>Thousands of people are attending protests against the Zero Tolerance policy for immigration.</i>
7/1/18	<i>People in New Hampshire are in disagreement over whether Mt. Washington should be opened to development or left alone for its natural beauty.</i>
7/2/18	<i>There are two big wildfires in northern California. LeBron James left Cleveland to play in Los Angeles.</i>

Section 6: Government

This is a section in which students can write narrations or create diagrams to show how our government is structured and to keep up with their representatives and major legislation.

People In Office:

(*Note: These and others can be filled in as they are read about in the *Young Citizen's Reader* or when they appear in the news and during election seasons.)

Federal (US)

President: Donald Trump

Vice President: Mike Pence

Speaker of the House: Paul Ryan

Secretary of State: Rex Tillerson

Secretary of the Treasury: Steven Mnuchin

Secretary of Defense: James Mattis

Attorney General: Jeff Sessions

My State Representatives (South Carolina)

Governor: Henry McMaster

Lt. Governor: Kevin Bryant

Secretary of State: Mark Hammond

Attorney General: Alan Wilson

Senator: Harvey Peeler

Representatives: Dennis Moss and Steven Moss

Local

Mayor: Henry Jolly

County Councilman: Mike Fowlkes

Important Bills

(*Note: Record significant and/or interesting bills as they appear in the news. Younger students can simply record enacted laws as they learn how laws are passed. Older students who are very interested in the legislature may wish to keep up with this topic in more detail at www.congress.gov or www.govtrack.gov. You may also choose to keep up with state and local decisions.

Grades 5-8 Sample

Date	Name of Law	What It Does
6/21/18	H.R. 2333: Small Business Investment Opportunity Act of 2017	Increases the amount banks can lend small businesses from \$150 million to \$175 million
6/18/18	H.R. 3249: Project Safe Neighborhoods Grant Program Authorization Act of 2018	Provides \$50 million per year for the next 2 years to help reduce violent crime and gang activity and strengthen community programs and partnerships.

High School Sample

Title and Summary	Introduced	Passed	Passed	Enacted
<u>S. 729: John Muir National Historic Site Expansion Act</u> Use a donation to add 44 acres to the JMNHS in California	H.R. 3/24/17	H.R. 7/11/17	Senate 6/6/18	Signed 6/22/18
<u>H.R. 6036: Border Security and Immigration Reform Act of 2018</u> Enforce laws, closes loophole, secure border, DACA provisions, merit-based visas	H.R. 6/19/18	Failed H.R. 6/27/18		
<u>S. 3036: Keep Families Together Act</u> Prohibits border agents from taking children away from parents unless it is in the child's best interest (abuse, neglect, trafficking)	6/7/18 Senate			

Elections

*Note: Record local, state, and national elections. Younger students can focus on more familiar offices as they are read about in Young Citizens Reader. Older students should also follow referendums.

S.C. Midterm Primary Election 2018

SC-Attorney General-GOP	Totals	99% Reporting
✓ Alan Wilson (R) (i)	211,935	65%
Todd Atwater (R)	114,298	35%

SC-Governor-GOP	Totals	99% Reporting
✓ Henry McMaster (R) (i)	182,838	54%
John Warren (R)	158,286	46%

SC-U.S. House-District 4-Dem	Totals	100% Reporting
✓ Brandon Brown (D)	7,085	62%
Doris Turner (D)	4,323	38%

SC-U.S. House-District 4-GOP	Totals	100% Reporting
✓ William Timmons (R)	37,014	54%
Lee Bright (R)	31,170	46%

SC-State House-District 5-GOP	Totals	100% Reporting
✓ Neal Collins (R) (i)	2,821	58%
Allan Quinn (R)	2,070	42%

Laurens Co Council District 1	Totals	100% Reporting
✓ Kemp Younts	510	55%
Susan K. Thackston		

Section 7: Economics

This is a place to keep up with Economics Labs (see lesson plans during years when economics is being studied) and show how our economy is structured through drawings, diagrams, tables, and/or narrative.

Appendix 2: Writing Lessons

The Alveary Tutorial goes into detail about how Charlotte Mason writing lessons progress. The Alveary Lesson Plan spreadsheet will serve as an outline for these lessons and a planning space to note progress and start/stop points. This document will help teachers understand in more detail how to implement those lessons using Penny Gardner's *Italics Beautiful Handwriting* lessons and how to assemble the Penmanship notebook. It will also walk through the progression of writing readiness and how the pre-formal lessons look.

Gardner's lessons are organized with strokes building upon one another and executed in a way to easily transition to cursive italics. When students show signs of writing readiness, start at the beginning with the lowercase letters. No matter what motor level the student is in (whether pre-writing or writing), the important thing to remember is that writing a letter is an exercise in visualization and execution, and that skill must be insisted upon from the start.

Playful Learning (Preschool)

If students are not ready for writing, it is perfectly fine to spend a few weeks just doing activities for strengthening finger and hand muscles. Use this time to guide students in playful learning with the alphabet. Some of these are also great activities to have ready for toddlers/preschoolers who want to climb on the table during writing lessons! (For more on preschool, see Appendix 8.)

To start with, just pay attention to the general shape of letters. We do not recommend tracing letter worksheets or practicing letter strokes at will because students will get into the habit of improper letter formation, which can cause frustration later in lessons. Instead, do activities that still require visualizing letters and executing from memory without needing to write down strokes for which they lack the mechanics. For example, have students visualize a letter and then "build" it using materials that are tough to mold in the hand (playdough, modeling clay) or tiny items that require pincer-grasp skills (legos, unit blocks, stones, dried beans, buttons, flower seeds). They can also use clothespins or binder clips to squeeze open and pick up tiny pom-poms to form the letter.

Some other activities will allow them to "write" on paper. Use [outlined](#) bubble-style letters and [Do-a-Dot](#) sheets to hole punch (straight pin, tack, and/or hole puncher), decorate with tiny stickers (pincer grasp), dot-paint with a cotton swab, or color in with colored pencils (practice holding pencil correctly). Alphabet [mazes](#) and [dot-to-dot](#) are also great for learning how to control the pencil and strengthening the habit of attention.

Anything that is fun, but meaningful to get those muscles strengthened is good for this level. Remember, these activities are not busy work, but are purposefully building motor skills and visualization skills. They should be done during allotted lesson time, and as soon as these students show an interest and start writing letters on their own in their free time, celebrate by moving along to the next level.

Beginning Writing

Students who have some motor control and want to start writing but aren't ready for pencil with lined paper may still begin writing letters. Start lessons at the beginning of the Penny Gardner Basic Italics book.

1. The teacher will first model the proper stroke on a chalkboard while narrating steps.
2. The student will visualize the letter and then write it from memory in the air or on a large surface like an easel or chalkboard.

Spend as long as the student is interested with that letter, but don't worry about mastering every letter from memory quite yet. These students need to be learning the proper strokes, but also need to keep progressing for variety and to keep interest while continuing to strengthen motor control.

As they gain more control, they can practice writing in a sand, rice, or salt tray. Put shaving cream on your table and you get a writing surface plus clean tables! Wooden puzzle boxes with slide-on lids or document boxes with latch lids are good for these. From there, students may then progress to unlined paper and a small chalkboard. When students show good pencil or chalk control, it is time to move to lined paper and begin formal writing lessons.

Formal Writing Lessons

The Penny Gardner Basic Italics book comes with custom paper used to teach different parts of the strokes. For example, certain letters like “n” need to branch away on the “branching line” from the initial line to form the curve on top. We recommend starting with that paper before a primary composition book.

There is a full page of practice lines in the Italics book that you can print extra copies from if students need additional practice space. Remember, the goal of these lessons is not to get a full page of a letter, resulting in sloppy work toward the end.

At this level, students are ready to start at the beginning of the book again (no matter how far they got before). Each lesson has instructions for the stroke, which the teacher needs to read ahead of time and be ready to share during the lesson.

1. The teacher will first model the proper stroke on a chalkboard while narrating steps.
2. The student will visualize the letter and then write it from memory on his or her smaller chalkboard (the drag on the chalk helps them “feel” the stroke).
3. The student will continue practicing the letter on the chalkboard until mastered from memory.
4. The student then slowly and carefully copies the letter on the single practice line in the lesson.
5. Allow the student to self-assess before writing another copy of the letter.
6. The student continues copying from memory until able to produce six very good copies in a row.

Only focus on 1-2 letters per day at most, and allow as long as needed for particularly difficult letters or new stroke patterns. Use extra practice paper as needed, but celebrate when able to produce these six copies within the single practice line.

After mastering lowercase letters, take time to go through the uppercase letters one at a time in this same fashion. A practice page for that is in the Italics Workbook, but stroke instructions are in the Italics Supplement PDF that came with the download.

Dictation

Each lesson after the first will begin with dictation of 1-2 mastered letters. Simply call out a letter that has been mastered and have the child write it from memory on the Penny Gardner lined paper. It is helpful to have the table of contents of the Italics book handy to quickly pick from letters already covered. This quick dictation exercise requires the students to recall and execute strokes from memory, which aids in moving their writing into an automated process needed for later levels of copywork, dictation and composition.

Copywork

The copywork in these beginning writing lessons mainly focuses on letter formation to get print italics automated. Therefore, even though the Penny Gardner Italics lessons include words, it’s better to skip those initially. Stick to dictating 1-2 known letters as a warm up, and then focus on learning 1-2 new letters per lesson until the lowercase letters are mastered.

Meanwhile, The Alveary Reading Lessons will be teaching new words every day to put in the Word Journal. At first, the teacher will write those until students have mastered enough letters to write them independently. These lessons teach students the visualization process, to copy words as a whole, and to write words from dictation.

Once students have enough practice doing that in the reading lessons, then they may use time at the end of their writing lessons to copy words on their Penny Gardner lesson pages. Just flip back to the first word list and start from there. Students will need gentle reminding to visualize those words as a whole and to write them from memory rather than letter by letter.

Writing from Dictation and Copywork

After students have mastered from memory the lowercase and uppercase letters and finished the word list copywork on the lined pages of the Penny Gardner Italics book, they are probably ready to transition to a regular Primary Composition Book*. With a short explanation of the differences in lines, students usually do not have any trouble with this transition. You may choose to have two separate composition books, one for dictation and one for copywork.

Dictation

Each writing lesson should begin with dictation of a few letters with perfect execution. Dictation should now also include some words from the Alveary Reading Lessons Word Journal to reinforce the spelling and grammar concepts students are learning.

Copywork

The rest of the time can be spent in copywork. The Penny Gardner Italics book has nursery rhymes and lines from poetry as well as other quotes. Students may also choose to copy meaningful passages from their reading book, other school books, or recitations.

As the student is ready, start moving slowly from visualizing words to phrases to full sentences. This is a progression that is being undergirded in the Alveary Reading Lessons and should transfer naturally.

Paper Transitions

Penny Gardner Lined Paper to Primary Composition Book

Students will probably begin copying words in their reading lessons Word Journal (which on the supply list is a Primary Composition Book) before this transition happens in their writing lessons. Some students handle this overlap just fine, while others may need more of a clear-cut transition. You will need to decide what will work best for your student.

One suggestion may be to build your Level 1 Word Journal out of Penny Gardner paper (or just add an additional tab to your Penmanship Notebook) and transition the Word Journal to a Primary Composition Book for Level 2 or whenever students are ready. However you want to handle this is fine, just make sure students are doing plenty of writing in both their reading and writing lessons.

Primary Composition Book to Wide-Ruled Composition Book

As students progress with their print italics penmanship skills, and as copywork passages become longer, it will become apparent when they are ready to make the transition to a Wide-Ruled Composition Book without the dotted middle line. In the second year of Form 1a (3rd Grade), students will begin to occasionally write a part and tell a part of their history narrations. Those beginning written narrations are very short in length given the concentration still needed for writing mechanics, but as their written narration skills improve, it will probably be good for them to have the extra space provided in the smaller lines of the Wide-Ruled Composition Book.

Preparing for Form 2

Writing skills are personal development and need to move at the individual student's pace. If teachers are consistent with executing reading and writing lessons every day, most students will progress naturally and be prepared for the lesson transitions that occur in Form 2.

In Form 2, students will no longer have formal reading lessons. They will transition to reading many of their own school books, whether aloud or independently. Their writing lessons will switch to focusing on learning cursive italics penmanship (for which they may need to start again with Penny Gardner lined paper).

Copywork and dictation become additional lessons in the Form 2 schedule. Copywork is more formal with students picking meaningful passages with living ideas that they read in their books and copying them two lines at a time. We provide suggestions for copywork in the lesson plans for children who do not yet show an interest in choosing their own passages. Words, phrases, and sentences should continue to be visualized rather than copied letter-by-letter until the student becomes proficient in spelling. As spelling becomes more automated, students may only need to give concentrated effort to visualization of unfamiliar words. In Form 2, students also begin studying grammar and spelling in dictation passages that are 1-2 pages long, and writing from dictation a selected paragraph when ready. They will also begin formal grammar and composition lessons to aid them as developing writers. For all of these lessons in copywork, dictation, grammar, and composition, students will continue to use their now-automated print italics penmanship model. Penmanship Notebook

Here are some helpful hints on setting up your Penmanship Notebook using Penny Gardner files.

Print List

Penny Gardner Italics Book

- Table of Contents (p.ii) *Double-sided is fine*
- Lessons (p.4-39) *Single sided so it doesn't show through; also, to separate copywork*
- Copywork samples (p.39-45) *Single-sided*
- Extra blank line pages (p.95) *Single-sided; 15-20 copies to start with*
 - *Form 2 students beginning cursive italics may want to use slightly smaller lines (p.96)*

Penny Gardner Supplement PDF

- Uppercase Letter stroke instructions (p.11-12) *Double-sided preferably*
- Alphabet Model (p.9 - italics) or (p.10 - cursive italics) *Cardstock*

Assembly

½ or 1” binder, hole punch, tabbed dividers

Cover: Lowercase Letter Model

Place in the clear sleeve on the cover of binder or as the first hole-punched item before tabbed dividers. You may choose to highlight each letter on the paper as the student masters it to make choosing letters for dictation easier.

Before Tabs: Dictation Sheet for Teacher

- Table of Contents and/or Lowercase Letter Model (highlight progress to easily identify mastered letters)

Tab 1: Dictation

- Penny Gardner lined paper

Tab 2: Lessons

- Lessons from Penny Gardner Italics Book
- Insert the Uppercase Letter Stroke instructions between p.36 and 37

Tab 3: Copywork

- Penny Gardner lined paper

Tab 4: Samples

- Copywork pages (list of words from inside lessons)
- Copywork Samples from Penny Gardner Italics Book
- Teacher-models of meaningful passages
- Or when able, students will copy straight from books

Tab 5: Word Journal

(Optional if using Penny Gardner lined paper for Reading Lesson Word Journal)

- *Penny Gardner lined paper*

Appendix 3: Alveary Geography Guide

Scouting Guide

This scouting guide is a collection of lessons, games, and activities that you can explore together as a family or class, mostly outdoors. The large headings are categories that may be worked on in any order or in tandem. The lessons within each category may be numbered as a suggested order or have sections of their own. The Scouting Guide sometimes refers to *Home Education* and *Elementary Geography*, both written by Charlotte Mason, and in those cases simply refer to chapter numbers from the book. Scouting lessons may be done in the afternoon during geography and nature walks. It is fine for them to be conducted in tandem with the scheduled Alveary Geography Lessons. Many of these activities are included as part of Grade 1 Geography.

Make things Physical and Concrete

The more you are able to work on things in the physical and concrete the better. If possible, look for ways to explore these natural and geographical features in real life, even if they are “miniature” versions. A hill or snow pile can represent a mountain, a creek can represent a river, a pond can represent a lake, and a boggy, low-lying place can represent a wetland. Geography lessons have suggestions for when to make maps and landform models. Consider how you can explore physical features like mountains, rivers, lakes, oceans, and other things like the Water Cycle mentioned later in this document.

Terrariums and Container Gardens

In Natural History, Form 1 students will explore 9 different North American biomes (ecosystems) over the 3 years (one per term). These are wonderful ways to see how geography and nature intertwine, and sometimes they undergird what is being learned in their geography reader. If the biome of study is not readily accessible, consider building one or an aspect of one in a terrarium or container garden if possible.

Dioramas

As a form of narration, students may want to build a diorama of the biome (or any geographical feature they are exploring). Dioramas range from very simplistic to complicated and realistic. Follow the student’s lead or allow him to make these independently. Here are a few examples to get an idea of the different materials you could use.

- [Shoe Box Ecosystems](#) (a good variety of many different ecosystems to look at materials used)
- [Mountains Diorama](#) (example showing a child using everyday items to make a mountain)
- [Desert Diorama](#) (example showing a shoebox diorama, mute sound)
- [Prairie Diorama](#) (mute the sound on this and just see how they used clay sculptures and other materials)
- [Building Realistic Scenery](#) - (inspiration and introduction to the art of making realistic scenery)
- [River model video](#) (Skip to Time Marker 1:00 just to see the water flow in this clay model)

Observation Skills

Both Natural History and Geography depend heavily on a student’s ability to pay careful attention and truly observe objects. This section is a collection of ideas from Volume 1: *Home Education* on how to strengthen those observational skills. It includes reading assignments for the teacher from *Home Education*.

LESSON 1 - Observing and Describing Natural Objects in Detail

Teacher Read: "A Growing Time", *Home Education* Sec.I, p.42-45; "The Child Gets Knowledge By Means of His Senses", Sec.VII, p.65-69; "The Child Should Be Made Familiar With Natural Objects", Sec. VIII, p.69-72

Geography Outing: Go on a picnic outside.

Observe: What is around (landforms, natural objects, etc)?

Game: "Show and Tell"

- Teacher: model skill of describing one natural object you observe with a detailed description
- Student: try to describe with a detailed description
 - Teacher guide with wondering questions if necessary ("Tell me more about that")

Game: "I Spy"

- Teacher say: "I Spy with my little eye something that.... (describe in great detail)
- Student tries to find the object
- Repeat taking turns

Habit: Develop the habit of using detailed descriptions anytime you are looking at objects

LESSON 2 - Sight-Seeing with Natural Objects

Teacher Read: "Sight-Seeing", *Home Education* Sec.II, p.45-48

Geography Outing: Go to a nearby location such as a park, garden, friend's home, etc. where landscape has different features (may need a Field Guide book).

Observe:What is around?

Game: "Sight-Seeing" (Sec.II, p.45)

- Teacher: Model skills of "How to See" (Sec.II, p.46)
- Teacher: Choose at least 2 natural objects (tree, fence, orchard, hill, etc.) and send the student to observe.
 - Say: "Go find out all you can about_____."
- Student: Return and tell all you can.
- Teacher: Engage students in "wondering" questions.
 - Ask: "Can you tell me more?" "Did you discover anything else while looking?"
- Identification: Use a field guide to identify specific plants or trees discovered AFTER descriptions (optional).

Habit: Develop the habit of exploring and wondering about every new thing possible.

LESSON 3 - Picture-Painting Landscapes

Teacher Read: "Picture-Painting", *Home Education* Sec.III, p.48-51

Gather photographs from past vacation showing some of the landscape. (Do not let students see them.)

Model: "Picture-Painting"

- Teacher: Describe in good detail memories of surroundings at a vacation spot.
- Ask: "Can you see that place in your mind?"
- Show photographs and ask, "Does this look similar to what you saw in your mind's eye?"
- Discuss: It is good to take time to observe the beauty of a place to store up mental images in the photo gallery of your mind. The better you can describe something, the better someone else can "see" it as well.
- Student: Pick a past vacation spot or place visited and describe memories of the landscape.

Game: "Picture-Painting" (Sec.III, p.48-49)

Geography Outing: Go somewhere with a wide landscape. Plan to revisit several times in different seasons.

- Observe: Sit and observe a large landscape; look at every detail until you can see it with eyes closed.
- Teacher: "Turn around and describe for me everything you remember."
- Student: Describe in detail all you saw in the landscape.
- Teacher/Another Student: Share anything more you saw
 - Use specific language, including directional (Left, right, above, below, beyond, west, etc.)

Habit: Develop the habit of stopping to enjoy and capture mental images of landscapes often.

ADDITIONAL Lessons in Observation

Teacher Read: "Flower and Trees" and "Living Creatures", *Home Education* Sec.IV, p.51-62

The Games listed in Lessons 1-3 should provide skills to explore any number of natural landforms, plants, and animals. The Alveary curriculum uses a seasonal reader, Nature Lore, and Science Readers in Grades 1-8 (Forms 1-3) to help students "open their eyes" to the natural world around them. These readings, coupled with regular, thoughtful, nature and geography walks with incidental object lessons, will lay a good foundation for more formal science and geography later.

Out-of-Door Geography

Home Education has a few thoughts on beginning geography observations. The more students observe and record in their Nature Notebooks, the more connections they will start to notice. Although students as early as Grade 1 (and even younger) may be able to observe these concepts, it may take months or even years of observation for the concept to sink in. So develop these observational habits into regular walks and time outdoors, and revisit the concepts often.

Distance

Lesson 1: Calculating and Measuring Pace

Teacher Read: "Distance", *Home Education* Sec.IX, p.73-74 (to "of geographical terms.")

Materials: measuring tape and calculator

- Vocabulary: pace

Activity: Choose a short distance to demonstrate "pace" to Student.

- Measure: Pace
- Have students help measure the teacher's pace in inches with measuring tape.
- Teachers measure and compare students' paces.
- Each person walks from a door and chooses a tree, mailbox, or other object and counts paces.
- Calculate: Multiply pace "X" inches to show distance covered
- Optional: Make a graph showing how many paces it took for each student.

Lesson 2: Extending Pacing to Other Areas

Materials: measuring tape, calculator, Nature Notebook, pencil

Geography Outing: Go on a short (level) walk near home or school.

Activity: "Pacing" exercises

- Allow students to choose a starting point and an ending point to measure pace or distance.
- Record starting point, ending point, number of paces, and measurement.
- Draw a simple illustration of the starting and ending point and a line joining the two to show distance.

Lesson 3: Time and Pace

Materials: Nature Notebook, pencil, stopwatch

Activity: "Time and Pace" (at same location as Lesson 1)

- Pace: Have students take 5 paces while timing on stopwatch.
- Relay how many seconds it took for 5 paces.
- With stopwatch, Teacher has students pace the distance between the Lesson 1 route from door to mailbox or other object.
- Record starting place, ending place, pace, distance, and time.
- Draw a simple illustration of start and finish with a line joining the two distances.

Lesson 4: Geography Walk with Time and Place

Note: Younger students may not understand the math calculations, but the exposure will help them later.

Materials: stopwatch, calculator

Geography Walk: "Time and Pace"

- Pace: Have students take 10 paces while timing on a stopwatch.
- Relay how many seconds it took.
- Take a short (level) walk near your home for 3 minutes (180 seconds).
- Discuss: I wonder how many paces you took in 3 minutes? Let's estimate!
- Say: Now, how can we figure that out?
 - Calculate: With calculator, divide the number of seconds for 10 paces into 180 seconds; take that result and multiply by 10 paces.
 - Show the student the result.
 - Discuss: How close was our estimate? Count paces on the way back.

Habit: Add these conversations of distance to your Nature Walks and outdoor times.

Direction

Lesson 1: My Shadow

Materials: chalk, sunny spot outside

Activity: Shadow Play

- Trace each other's shadow.
- Discuss: What time of day is it? Where is the sun (high or low)? Can you determine estimated direction?
- Describe your shadow (large, small, long, short).
- Revisit: Set a timer and return to your spot in 2 hours. How is the shadow now? Where is the sun now?

Habit: Plan to implement this shadow observation occasionally, during Nature Walks throughout the seasons.

Lesson 2: Determining East and West by the Sun

Read: "Direction" and "East and West", *Home Education* Sec.IX, p.74-75

Activity: "East and West" (p.75)

- Teach: Student by way of exercise where their body is in relation to 4 directions of compass
- Hint: Go outside either in the earlier morning hours or later afternoon hours closest to sunrise and sunset in order to identify east and west more easily.
- Discuss: Direction of the home or school
 - Which part of our home/school receives morning sun (that is east).
 - Which windows in our home/school receive the setting sun's light (that is west).

Habit: Add these conversations of direction to your Nature Walks and outdoor times.

Discuss: Can you determine direction? If you know which direction is east, how could you find north? West? South?

Physical Geography

Here is a quick outline for the lessons with the basic information and terminology to teach “by the way” on your Geography Walks. Grade 1 covers all of them in their Foundations lessons. Either way, as often as you are able, get outside and visit these different scenes and explore these different features. If you don’t have access to some of these landforms, use small versions to teach about them. For example, you may not have access to mountains, but you can use anthills or other small variations to talk about the larger.

Also consider making 3D models out of art clay or salt dough to represent these features. The importance of exploring a variety of geographic phenomena is discovering how all of these different features were created to work together.
Land and Water

Read Lesson 34-35 *Elementary Geography* by Charlotte Mason

Surface of Earth Part 1 and Part 2

- Difference between land and water on a map/globe
- Eastern and Western Hemispheres
- Continents

Mountains

Read Lesson 36 *Elementary Geography* by Charlotte Mason

Highlands and Lowlands

- Hill - any rising ground
- Hilltop - highest part of a hill
- Range - row of hills or mountains
- Plain - wide stretch of flat land
- Mountain - a large area of land considerably taller and more sharply inclined than a hill
- Summit - top of something; highest point a mountain
- Steep - rising or falling quickly
- Chain - connected hills or mountains
- Valley - low area between hills or mountains
- Peak - highest point of hill or mountain
- Base - bottom of a hill or mountain
- Ridge - top of a mountain that stretches its entire length
- Tableland - large area of land that rises above the surrounding land; plateau

Rivers and Lakes

Read Lesson 37 *Elementary Geography* by Charlotte Mason

Rivers

- Stream - a small, local flow of water along a natural path
- Source - the place a river begins, generally a spring
- Channel - the physical constraint of a stream or river, typically carved into the land by the flow of water
- Bed - the bottom of a stream or river channel
- Bank - the land beside a stream or river the forms the channel boundary
- River - water flowing from a source, along a course, and toward lower elevations on its way to the ocean, either directly or by joining lakes or other rivers; a large stream
- Lake - a body of water surrounded by land, typically freshwater; a wide, hollow place in a river’s path that fills up with water (and then flows out of)

- Tributary - a river that flows into a larger river
- Mouth - the end of a river, where it flows into the sea
- Delta - the mouth of a river that splits into branches near sea; the land between branches

How Geography Creates Boundaries

Read Lesson 38 *Elementary Geography* by Charlotte Mason

Countries

This lesson explains the concept of how sometimes physical boundaries, like mountain chains or rivers, separate different people and influence the creation of cultures and countries. Since this goes into detail about how people in different countries are unique, the Alveary Geography Lessons refer to this chapter as one for teachers to read and incidentally share as opportunities arise. Apply the information on different levels based on the students' maturity.

Seaside/Beach and Oceans

Read Lessons 39-40 *Elementary Geography* by Charlotte Mason

Waters on the Earth Part 1 and Part 2

Would be great to experience this first-hand; if possible, explore, then read.

- Sea - colloquially, a general term for the ocean or portion of ocean near land; geographically, a portion of ocean almost (or entirely) enclosed by land
- Seaside - the land beside the sea
- Tide - the continual rise and fall of the ocean; the ebb and flow of ocean water
- Ocean - the massive body of water covering the earth, or the 4 or 5 partitions thereof located between continents (Pacific, Atlantic, Indian, Arctic [and Antarctic or Southern])
- Ocean bed - the bottom of the ocean; seabed; ocean floor
- Island - a body of land surrounded by water

Read Lesson 41 *Elementary Geography* by Charlotte Mason

Ocean and Parts

- Iceberg - a large mass of ice that breaks off of a glacier (or large mass of ice on land) and floats in the ocean
- **Arctic Ocean** - Earth's smallest ocean, which covers the North Pole
- **Antarctic Ocean** - name sometimes given to the southern oceanic waters surrounding Antarctica; larger than the Arctic Ocean but smaller than the Indian Ocean; also referred to as Southern Ocean
- **Pacific Ocean** - Earth's largest ocean, which is generally located between the Americas, Asia, and Australia
- Strait - a narrow body of water that connects 2 large water bodies
- Gulf - a portion of the ocean that penetrates far into land with a narrow opening to the ocean (e.g. Gulf of California); a geographic term sometimes used in the names of seas (e.g. Gulf of Mexico)
- Sea - a portion of the ocean along the coast that is almost surrounded by land, partially disconnected from the ocean by islands
- **Atlantic Ocean** - Earth's 2nd largest ocean
- Inland sea - a portion of the ocean that is almost completely surrounded by land; saltwater lakes that were once connected to the ocean but are now landlocked
- Channel - a wide strait; a wide passage of water separating two large landmasses
- Bay - a body of water partially surrounded by land and connected to the ocean by a mouth wider than a gulf
- **Indian Ocean** - Earth's 3rd largest ocean, generally located between Asia, Australia, and Africa
- Mainland - the main, continuous component of a landmass; continental land
- Peninsula - a stretch of land protruding from the mainland and almost entirely surrounded by water
- Isthmus - a narrow stretch of land that connects 2 landmasses and separates 2 bodies of water
- Cape - a raised area of land that projects into a body of water

Water Cycle

Once students have learned about different features of water and landforms, it's time to start exploring the water cycle. Where does water come from and where does it go? What does it do to the land as it is going? How does water impact animals? Human interactions? Industry? We want students to explore the idea that water is a resource that influences landforms, weather, and civilizations. The impact of water on society may be less obvious today due to global economies, modern modes of transportation, and successful conservation efforts. Nonetheless, it is an interesting (and eye-opening) experience to consider how water influenced settlement patterns, national defense, and economic viability for various places around the world. In the Alveary Geography Lessons, we frame this deductive reasoning over the years and explore it further using maps. However, if your student hasn't had the opportunity to look thoroughly at the Water Cycle and how it works, it is a good idea to go ahead and start exploring it.

Understanding the Water Cycle (Teacher education)

Here is a [Water Cycle video](#) that does a good job explaining terminology. It is very fact-driven, so consider watching it as a teacher and sharing the information more incidentally on walks or while building a model together.

Here is a quick list of terms covered

- Ogallala-high plains aquifer (South Dakota to Texas)
- Surface ocean
- Stream Flow
- Surface Runoff
- Snow melt → surface runoff
- Interception (plants and trees)
- Surface runoff or infiltration (percolations) gravity pulls through
- Underground aquifer - groundwater discharge
- Evaporation

Basic Water Cycle Experiments

Make sure that you are using real-life scenarios to help “wonder” about these things. Don't just say, “let's do an experiment.” Wait until you see it raining, or notice condensation on your iced water bottle outside or dew forming. You can even consider hanging some laundry outside and wonder about how the clothes dry.

- [Water Cycle in a Plastic Bag](#)
- [Cloud in a Mason Jar](#)
- [Water Cycle in a Bowl](#)
- [Let's Make it Rain](#)
- [Water Cycle in a Box or Aquarium](#) (slower process but shows the whole process)

Reading Maps and Mapmaking

Understanding Place - Home

Grade 1: Lessons with the book *Me on the Map* by Joan Sweeney help students situate themselves in the world by their neighborhood, city, state, country, and continent. They make block model maps of their room, house, and street/neighborhood.

These students explore their own home and culture as well as those of children around the world with picture books and by reading and marking local, state, country, and world maps, as well as a globe. They narrate this work with drawings, captions, and maps in their Travel Journal in the “My Story” and “Their Story” sections.

They build a model polystyrene globe as an aid to understand their home in the world and how it relates to the solar system. For those interested, an Extra Helping for students also explores a virtual map of the universe in order to gain yet another perspective.

They also spend significant time exploring their local geography outdoors and scouting for various landforms such as mountains, rivers, lakes, seas, and oceans.

Draw a Plan (Map) of a Room

Read Lesson 30 - *Elementary Geography* by Charlotte Mason

Do this activity many times throughout the year with different rooms, different levels/floors, adjoining rooms, the whole house, indoor and outdoor, anything to get more practice drawing boundaries.

Grade 1: p.89-90 (to “flat squares and rounds on the floor”)

- Students can build with blocks, math manipulatives, or other small circular and square objects.

Grades 2-8: p.89-91

- **Grade 2** - Students can build physical maps to relative scale using wooden blocks, building bricks (LEGO®), etc.
- **Grade 3** - Students can draw physical representations of simple plans, working toward scale as they understand measurement better in their Math lessons.
- **Grades 4-6** - Students can draw to scale.
- **Grades 7-8** - Students can draw to scale and draw an alternative perspective.

Preparing to Draw to Scale

Think of different ways to play with the concept of scale. For example: if one LEGO® brick represents one of the student’s foot paces, how many LEGO® pieces do you need to represent the room? The backyard?

Read a Plan (Map) of a Town

Reading a Map, Understanding Why Scale is Important

(requires sense of direction, streets, etc; scale in miles)

Read Lesson 31 *Elementary Geography* by Charlotte Mason

Explains how to read and interpret a map based on scale.

Grade 2

Map Reading skills will progress with *Cross-Country Lessons*.

Spend this year reading different maps of areas that are close to home and familiar to the student.

- Where is my house?
- Where is my street?
- How does my street connect to others?
- How do I get to _____ (church, friend’s house, nearby relatives, museum, parks, nature preserve, etc.)?
- Which of my favorite places are located east of me? West? North? South?
- How long is my street? (measure with scale)
- Which of two streets is longer?
- Is there a feature on the map that measures the same length as the scale bar? Have I seen this feature in real life?
- Where are the wider streets located?
- Does my street run north to south, east to west, or another combination?
- How far away is the grocery store?
- How far away is our favorite nature preserve?
- How far away does my friend live?
- How far away do family members live?
- ... anything you can think of

Draw a Map of a County

County Map - (Draw a map by looking at a completed map)

Read Lesson 32 *Elementary Geography* by Charlotte Mason

Prerequisite: Elementary Geography Lesson 22, 27, 28 (covered in Grade 1 lessons).

Note: Lesson 33 explains how maps were drawn before others existed. It may prove helpful to read this together before working on Lesson 32.

Grade 3

- draw hills on map
- draw map scale
- mark main parallels/meridians
- draw shape of county
- draw rivers
- draw dots for towns (the largest b/c of scale)
- write names on borders of counties or water

Note: Alveary students in Grade 4 will start drawing freehand outlines of countries and filling those in with physical and human geographic features. During Grade 3 (or once showing readiness), students should begin drawing outlines of their county (or county equivalent, i.e., parish, borough, or independent city).

These are NOT detailed maps of streets and roads and buildings. As the chapter explains, a county map has no room for streets or buildings, as towns are represented with simple dots. While the Student of 7 or 8 years old may be able to *read* maps at a more sophisticated level of detail, they are not quite ready to conceptualize that in their drawing. *Mapmaking with Children* by David Sobel is an excellent resource for learning more about this.

This exercise requires a good map that shows clear outlines of the county (and later state). The student needs this to learn to draw with accuracy. It is fine to allow the student to start with a blank outline of the county and trace the lines, but move to drawing practice as soon as possible. By the end of the year, the student should be familiar enough to draw the county lines from memory.

Build Topography and Contour Maps

Students may start exploring 3D map models whenever they are ready. Scout a natural area, and then recreate it with accuracy using terrain maps from Google Maps or other sources as a guide.

Activity 1 ([Topographical project with clay](#))

Activity 2 ([Contour map](#), Making 3D model by the [elevation levels](#))

Travel Journal

Students will create a Travel Journal to be used in Geography Lessons as well as for collecting photos or drawing memories when scouting. The Travel Journal is meant to serve as a form of narration notebook and should be fun.

You may use any type of journal you would like. A [spiral-bound sketchbook](#), an [expandable scrapbook](#), or a [journal](#) with blank and lined papers are all good options. Students will need Travel Journals every year, so think about if you would like to keep adding to the same one or have a different one every year. On the cover, have them write, “[Child’s Name] Travel Journal.”

Grade 1

Grade 1 students will have a lot more hands-on activities in their lessons than Grades 2-8. You can add pictures of their work to the Travel Journal if desired. If you can’t get to everything every week, simply keep a list of things you’d like to include and do them as a fun project when you have time. Captions can be written by the teacher until the student has mastered the letters.

Grade 1 Sample Organization

You will be guided through when/where to work on these sections, but this may help you plan.

- “Their Story” or “World Travels” (2-page spread for each of the 8 picture books from around the world)
 - Color in the child’s (from the storybook) country on the [world map](#) in the front of the Travel Journal.
 - A drawing of the child or main character of the story
 - Anything else about the child, family, or country from the book (let the student decide!)
- “My Story” (student’s own version of the “A Day in the Life of _____” type picture books we are reading)
 - The student should decide what they want to include in this 2-page spread (or more) of their typical day
 - If they learn about what Egyptians eat, they may want to draw a picture of their own favorite food
 - If they read about families, they may want to include a photo of their own family
 - At the end of the year, have the student read their “My Story” section of the Travel Journal
- “Foundations” and “Scouting Adventures”
 - Photos/Drawings/or Models of Activities from lessons assigned in Foundations lessons, if desired.
 - Anything you want to take pictures of as you get out and explore your local geography

Grades 2-8

In Grades 2-8, students will mainly be adding maps that they either label or draw during their lessons and scouting. The lessons will have instructions on what to add and when, but you may let students add anything extra they desire.

Grades 2-3 Sample Organization

You will be guided through when/where to work on these sections

- “My World Map” (print blank map from [hyperlink](#) and label per lesson plan instructions; only used once in Grades 2-3, but will continue to be used in Grades 4-6 to situate countries within the world view)
(Tip: Skip the first page of your journal in order to protect this map.)
- “My North America Map” (print blank map from [hyperlink](#) and label per lesson plan instructions; same map is used in Grades 4-6, but most likely will need multiple copies due to space needed for labeling)
- “My U.S. Map” (print blank map from [hyperlink](#); will be added to all year.)
- “Maps & Memories” and “Scouting Adventures”
 - Any maps students want to add (for example, national park maps or family vacation maps)
 - Photos or drawings of models and activities from lessons or Extra Helpings activities
 - Anything you want to take pictures of as you get out and explore your local geography
 - Geography Walk observations students would like to record

Grades 4-6 Sample Organization

You will be guided through when/where to work on these sections.

- “My World Map” (print blank map from hyperlink to be colored on and labeled for 3 years, every time a new country is visited)
(Tip: Skip the first page of your journal in order to protect this map.)
- “My North America Map” (print blank map from hyperlink)
- “My Country Map” (hand-drawn by student based on the teacher’s chalk sketch/printed blank map from hyperlink)
- “Maps & Memories” and “Scouting Adventures”
 - Any maps students want to add (for example, national park maps or family vacation maps)
 - Photos or drawings of models and activities from lessons or Extra Helping activities
 - Anything you want to take pictures of as you get out and explore your local geography
 - Geography Walk observations students would like to record

Grades 7-8 Sample Organization

You will be guided through when/where to work on these sections.

- “My U.S. Map” (hand-drawn by the student based on the teacher’s chalk sketch/printed blank map from hyperlink)
 - This will be the first map in the journal.
 - The map will be colored on and labeled for 2 years as each new region is visited.
(Tip: Skip the first page of your journal in order to protect this map.)
- “My Regional Map” (hand-drawn by student based on the teacher’s chalk sketch/printed blank map from hyperlink)
- “My State Map”
 - Students select which states to study for each region and then draw a map for each selected state to label and add symbology
- State Narration Map
 - Students draw a map (outline) to fill in (from memory) with details learned about each selected state
- Region Assessment Map
 - As part of the region reviews, students draw the region and its comprising states from memory
 - Students label and symbolize important features, locations, and other places/themes of interest
- Pictures of Regional Raised Relief Maps
 - Students insert a picture (or pictures) of the final three-dimensional representation of the specific region
- “Maps & Memories” and “Scouting Adventures”
 - Any maps students want to add (for example, national park maps or family vacation maps)
 - Photos or drawings of models and activities from lessons or Extra Helping activities
 - Anything you want to take pictures of as you get out and explore your local geography
 - Geography Walk observations students would like to record

Geography Games

Matching Maps

Exploring Geography Lesson 4

The object of the map matching game is for the teacher to point to something on one map, and for the student to locate the same place on the other map. Alternate starting a match with either the globe or World Wall Map.)

- Locate North America.
- Continue with other land masses, using the names incidentally.
- “I wonder how we would get to _____ from our home in North America?”
- Other examples: "Let's find Antarctica, where penguins live. This is Africa, where giraffes live. This is Asia, from where Mr. and Mrs. Smith adopted baby John."
- “I wonder what mountains look like on the map?”

I Spy a Continent

Exploring Geography after Lesson 4

- “I spy on the World Map a continent that is oval-shaped up top and skinnier at the bottom”
- “I spy on the globe a continent near the bottom of the globe that has water all around it.” Use descriptive language.

I Spy an Ocean

Exploring Geography after Lesson 29

- With the globe or World Wall Map in view, take turns saying, “I spy an ocean that...”

Here are some starters:

- ...spans between North America and Europe. (Atlantic)
- ...touches North America, Europe, and Asia. (Arctic)
- ...is closest to Beatrice. (Indian)
- ...touches more of the Equator than the other oceans. (Pacific)
- ...does not touch the Equator. (Arctic)
- ...borders Patricia’s country. (Pacific)

Dizzy World Traveler

Exploring Geography Lesson 18

Have the student close her eyes. Spin her around. Guide her to the map so she can touch a random location with her finger. Have the student open her eyes. (Another way to play is to spin the globe and place a finger on it blindly.)

1. Describe, to the best of your ability, where you traveled!
2. What land and water do you see on the map?
3. Where are you in relation to the Equator and poles?
4. Which climate zone did you land in? How does it feel there?
5. What might you see during your travels there? (This may include types of animals, plant species, and anything else.)

Torrid or Frigid Game (Map Drawing and Reading)

Exploring Geography after Lesson 17

Traditionally, in a game of hot or cold, students would hide something and another person would try to find it; the former using phrases to guide/direct the latter. “You’re getting warmer—you’re getting hot!” if you were close to finding it. “You’re getting cooler—you’re getting cold!” if you were not close at all. We are going to adapt this game a little to utilize some of our mapmaking and map-reading skills.

- Have the student attempt drawing a map of an area. (This will be played in the afternoons, so you aren’t limited to the school room or house.)
- He is free to draw several maps of several different spaces, but each map needs to concentrate on a specific place (e.g., the backyard, the sunroom, the garden, and so on).
- The map should focus on details that would help someone be able to identify the place.
- He needs to hide a few little treasures and then mark their locations with stars or another symbol on the map (or on different maps if he made more than one). (Hunting for treasure is fun, so it may be a good idea for the teacher to make a treasure map for the student to hunt with as well!)
- Much like the classic game “Hot or Cold,” the student “cartographer” will direct the teacher or other students on a treasure hunt. Go to the room where the treasure is hidden.
- The explorer will look at the cartographer’s map and find a place marked with treasure.
- The explorer will then begin to hunt for that treasure.

- The cartographer will direct the hunt and let the explorer know if he is getting “Torrid” (hot) or “Frigid” (cold). Torrid means you are getting near the treasure, and frigid means you are far away. This is a fun way to practice map drawing skills and vocabulary.

Map Discussion After the game, talk about the map. What was helpful about the map? What made it hard to find the treasure? Were large objects in the room drawn bigger than smaller objects on the map? Were objects drawn in their correct position and in sequence (e.g., the desk, table, bookcase, and aquarium being represented, respectively, from left to right, beginning in the corner)? Were all objects spaced proportionately, or were far away items sometimes drawn to look near? Were all of the drawn ‘landmarks’ still in the room today? Were ‘landmarks’ or attributes shown in the correct quantity (if there were more than one in the room)? Choose one or two of these ideas to focus on at a time since the student will likely want to play again and again. You can adapt the vocabulary to reinforce anything you are learning.

Cardinal Directions Exploration

Exploring Geography after Lesson 26

Prep

1. Find a place in your school or outside that provides enough space for pacing off steps as well as allowing for slips of paper (and a treat) to be hidden.
2. Each slip of paper will have a cardinal direction and a number of paces written upon it.
3. The student will use the magnetic compass to turn toward the appropriate cardinal direction, count off the number of paces, and hunt at that location for the next written directions.
4. Select a place of beginning, a minimum of 5 locations to hide the slips of paper and a final destination where some sort of treat/reward is hidden.

Game

5. Have the student stand at the starting point so that the compass is facing N.
6. Provide the student with written directions for finding the next written directions.
7. Use the compass to determine which direction to walk, and count off the appropriate number of paces.
8. Hunt for the piece of paper, and continue the journey.
9. The student’s exploration has ended once the treat is discovered.

“Captain May I?”

Exploring Geography after Lesson 27

Make sure you play in an area large enough for the sailors to navigate. The teacher can be the captain for the first game.

Game Level 1: Sailors should be in a straight line facing the captain, who is due North of them.

Game Level 2: Captain positions sailors around the room for extra practice finding their bearings—the captain is no longer North.

Game Level 3: As sailors advance in skill, they can start requesting ordinal directions as well (NE, SW, etc).

The captain sets the boundaries and rules for heading requests (no more than 10 paces at a time, only even numbers or odd numbers, etc.). The sailors try to request a heading that moves them closer to the captain in direction and number of paces. Sailors who navigate safely to the captain are promoted to captain and lead the next game.

A sample of the game follows:

The first sailor takes a turn by requesting a direction and distance.

John: Captain, may I sail 3 paces south?

Captain: John, yes you may.

John: Aye aye, Captain! [*John holds the compass in front of him to find north. He turns in place so that the north end of the needle is pointing at him and he is facing south (opposite of north). He then moves forward (south) 3 paces.*]

The next sailor takes a turn by requesting a direction and distance.

Mary: Captain, may I sail 4 paces east?

Captain: Mary, yes you may.

Mary: Aye aye, Captain! [*Mary uses her compass to find east and sails 4 paces*]

Captains have the authority to deny a sailor's course or change the heading request.

John: Captain, may I sail 7 paces east?

Captain: John, no you may not. A water spout is headed your way. Alter your course to move 10 paces west!

John: Aye aye, Captain!

[*John then uses the compass to pace 10 times to the west.*]

Occasionally, the captain can ask sailors what direction they need to correct course. The sailors may reply with a direction they think they need to go, which the captain can affirm. However, after the captain's affirmation, sailors must still request permission as with their regular turn. This will help them not only follow the instructions, but also begin thinking through how to navigate to a particular point.

Captain: Mary, what direction do you need to sail to correct course back toward me?

Mary: I think south, Captain.

Captain: Correct, Mary.

Mary: Captain, may I sail 3 paces south?

Captain: Mary, yes you may.

Mary: Aye aye, Captain!

Captains have the authority to send sailors back to port if they

1. *Do not say, "Captain may I?";*
2. *Do not say, "Aye aye, Captain!"; or*
3. *Do not carry out the proper direction or number of paces.*

Captains need to watch their sailors to make sure they are moving in only 4 possible directions—N, S, E, or W. After the sailor's first move, the captain will know which direction the sailor is facing. All subsequent movements are either straight ahead, straight back, immediately to the left, or immediately to the right.

Having trouble imagining it? Think of the World Wall Map as a chess board, and the latitude/longitude lines for the grid (graticule). Using cardinal directions, sailors in Game Levels 1 and 2 cannot move diagonally (or in an ordinal direction) to another grid cell. Using the chess board analogy, the sailors act as rooks. By level 3, they can move diagonally, like a king or queen.

Geography Models

Introduction

Making models is a hands-on way to bring together the map-drawing skills and the study of physical and topographic maps studied in the course. It creates a 3-D model of a landform, country, state, region, etc. and can bring clarity about topography. Students will be making relief models several times a year and will need to be prepared for making them when the occasion arises. These days are marked as "Modeling Days" under teacher prep on the lesson plans.

Materials

- A sturdy base to trace an outline map and build the model on (cardstock, cardboard, etc)
- Modeling Clay or Salt Dough
- A tool to carve with (toothpick, kitchen knife, clay modeling tools, etc.) for making things like rivers or borders
- Paint (watercolors or washable, tempera, or acrylic paints) to color the model when completed (optional)

Note: We **highly** recommend [Crayola Model Magic](#) (compared to other materials) because it is easy to work with, is not messy, does not crack much (if at all) when it dries and can be built up fairly quickly (without much drying time between layers). It also does not have to dry a long time before it can be painted. Model Magic can be colored with markers or painted with watercolors or

washable, tempera, or acrylic paints when dry. If you prefer to make your own, here is a blog that shows one way to make a relief map with [Salt Dough](#).

Steps for Building a Basic Model

Using suggested atlases, globes, and wall maps showing relief as a guide, create a 3-D model of the map you are working on. You will need to allow for drying time between layers, so plan accordingly. (Normally, this process covers 2 lessons; steps 1-2 are done in the first lesson, and steps 3-6 are done in the second lesson, with painting optional during the afternoon.)

1. Draw an outline of the map on a sturdy, flat surface
2. Build the base layer with a thin layer of clay, filling in the shape
3. Show “relief” by adding depressions and elevations
 - a. Carve out the rivers, lakes, and other low areas
 - b. Add additional clay to build up hills, mountains, and other high areas
 - c. Carve out rivers or other water paths or depressions on the high areas
4. Label the bordering land, oceans, or seas (if any)
5. Add anything else of interest that makes this place unique
6. Add any additional features mentioned in the lesson plan
7. Paint model (optional)

Examples of models made with Model Magic by Form 2 students



Appendix 4: History Timelines and Charts

Form 1: Picture Timeline

Print (or have students draw) pictures of people and events you read about. These do not have to come only from history books; they can include anything! Scientists, composers, artists, Bible characters and stories, current events, and even family events can be added. Group pictures together that are from approximately the same time period, and hang these groups in chronological order. Exact dates do not matter at this stage. The purpose is to begin to give children an overall sense of time--to give them a visual clue that King David and George Washington did not live at the same time. Anything you can add that will give children personal connection will be particularly beneficial. For example, maybe Grandma's mom lived during World War II, or perhaps Grandpa's great-grandfather fought during the Civil War.

It does not matter how you go about hanging them; the important thing is to present them at the child's eye level. You can mount them on construction paper or scrapbook paper to make them pretty, if you like. You can use clothespins and twine, magnets, tape, sticky tack, or whatever you have around. You can see samples [here](#).

As you read, help students figure out where historical figures and events might go on the timeline. Then talk about it. Did Daniel Boone live at the same time as William Shakespeare? No, but Queen Elizabeth did. Did Abraham live before or after Jesus? When Columbus came to America, had the Native Americans been here for a little while or for a long time? Time is such an abstract concept for young children that leaving things this general is more appropriate than getting into specific years.

3rd Grade: Child's Own History

This is the first time students will be dealing with specific dates, so we will begin with their own stories. The chart can be done on regular paper, or you might choose to hang a long strip of paper on the wall and add events on sticky notes or in some creative way. The point is to help the child begin to see his/her own life as a series of events that happened in some order. The child may even want to add events from the lives of others, such as, "Emma got a puppy," or "Uncle Ron got married to Aunt Stacy." The child may want you or a grandparent to do a similar chart. Any and all of these activities, while not specifically prescribed by Mason, will continually add to the child's concept of chronology.

Sample: Marley's Story

2009	<i>I was born. I had surgery and was in the hospital during my first Thanksgiving. I was baptized at church.</i>
2010	<i>I turned 1. Drew and I had a pirate birthday party. I was a witch for Halloween. I learned to walk. My first word was "fish."</i>
2011	<i>I turned 2. I had a Barbie birthday party.</i>

	<p>I started staying with Miss Tracy while Mommy went to work. I was a Barbie cheerleader for Halloween. I got a tricycle for Christmas.</p>
2012	<p>I turned 3. I had a dinosaur birthday party. My brother Evan was born. I had to share a room with Drew. Mommy stayed home instead of going to work. We went to Disney World.</p>
2013	<p>I turned 4. I had a princess birthday party. My best friend was Anna. We got our dog, Pugsley. We moved to our new house. I got my own room. Grandma Cox died.</p>
2014	<p>I turned 5. I had a Harry Potter birthday party. I was Big Bird for Halloween. I broke my wrist at the park and had to wear a cast. I got a real bike for Christmas. I started to do big school sometimes with Drew. We went camping at the beach.</p>
2015	<p>I turned 6. I had a swimming party. I did big school every day with Drew and Mommy. I was a princess for Halloween. Pugsley got hit by a car. It was sad. We went to Williamsburg with Nana and Papa. I lost my first tooth. I learned to read.</p>
2016	<p>I turned 7. I had a sleepover party with my friends. We went to a big aquarium. I petted a stingray and a starfish. We got our dog, Buddy. He sleeps in my room. I had a wreck on my bike and scraped my leg bad. I got a guitar for Christmas. Drew is teaching me how to play it. I flew on an airplane to California to see my cousins.</p>

2017	<i>I turned 8. I had a music party. We went to the mountains on vacation. We hiked a lot. Evan wants to do big school now, and sometimes Mommy lets him. I am taking piano lessons. My best friend is Sarah.</i>
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Grades 4+: Wall Timeline

By this age, children have a better understanding of chronology and years, so now is the time to create a century-based timeline on the wall. Continue to pull people and events from a wide variety of subjects, as that helps give children a “sense of the age.” You can order a timeline like [this one](#), or you can draw your own on bulletin board paper. Just be sure to hang it at the students’ eye level so that they can be the ones to add to it. You can keep the same timeline going year after year.

To begin, you will want to introduce the idea of B.C. and A.D. B.C., of course, means “Before Christ.” Sometimes people incorrectly think that A.D. means “After Death,” but it really means “Anno Domini,” or “The Year of Our Lord.” Guide students to notice that on the B.C. side, the years go backwards; the world is sort of “counting down” to the birth of Christ. You can also tell students that calendars like this one are not perfect; they were created by people, after all. For example, you would think that Jesus would have been born right at the split between B.C. and A.D., but someone got that wrong. He was actually born in 5 or 4 B.C. We know this, because Herod died in 4 B.C., but he is part of the story of Christ’s birth. Still, the timeline we have is the one we have. If you want to avoid this confusion, you can use the more modern BCE (“Before the Common Era”) and CE (“Common Era”).

Grades 5+: Century Charts

How to Introduce the Century Chart

1. Start by introducing the 10 x 10 grid ([free download from Riverbend Press](#)) using the Child's Own History chart. The child can choose which events to record, but the small space forces brevity. The child starts the chart with his birth year in square one.

Marley's Life

<i>I was born</i>	<i>I turned 1</i>	<i>I turned 2</i>	<i>I turned 3</i>	<i>I turned 4</i>	<i>I turned 5</i>	<i>I turned 6</i>	<i>I turned 7</i>	<i>I turned 8</i>	<i>I turned 9</i>
<i>I turned 10</i>	<i>I turned 11</i>								

2. The next step is to transfer that information to the correct way to use a century chart. This chart begins with the year 2001 in the first square and goes through 2100. If Marley was born in 2009, her life begins in the square that represents that year. You can see

by the placement that she turned 6 in 2015 and that this chart is being made in the year 2020. Can you predict what year she will turn 25? Playing around with questions like this will help your child build agility with reading the century chart. The child may also become interested in creating a century chart for other members of the family.

Marley's Century Chart

								<i>I was born</i>	<i>I turned 1</i>
<i>I turned 2</i>	<i>I turned 3</i>	<i>I turned 4</i>	<i>I turned 5</i>	<i>I turned 6</i>	<i>I turned 7</i>	<i>I turned 8</i>	<i>I turned 9</i>	<i>I turned 10</i>	<i>I turned 11</i>

3. Once the student is comfortable with how century charts work, you can start relating it to history by creating one from a biography. Marking the midlines can be helpful.

**The Life of George Washington
(1732-1799)**












18th Century A.D. (1701-1800 A.D.)

	<i>Born</i>								
		<i>Father died</i>						<i>Surveyor</i>	
	<i>Small-pox</i>	<i>Fought French</i>		<i>Commander</i>				<i>Married</i>	
				<i>Commander</i>					
								<i>President</i>	
						<i>Mt. Vernon</i>		<i>Died</i>	

4. The final step of preparation for century charts is to get used to using symbols to represent events, rather than words. (These came from Google Images, but the child should develop a simple and personal symbol key with easy-to-draw pictures. This key can go at the bottom of the page.)










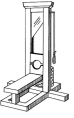



The Life of George Washington (1732-1799)

18th Century A.D. (1701-1800 A.D.)

5. Now the student is ready to begin keeping century charts from his history reading. Since this one-page document is so constraining regarding space, the student will have to be very selective about what to include. Perhaps the best approach would be to get this out only periodically--say, at the end of each term--and to record only the most important events with symbols. Of course, students can still create century charts for other things, too--biographies, scientific discoveries, etc. They could also choose to include names if they like, particularly to keep the monarchs and battles straight.

18th Century A.D. (1701-1800 A.D.)

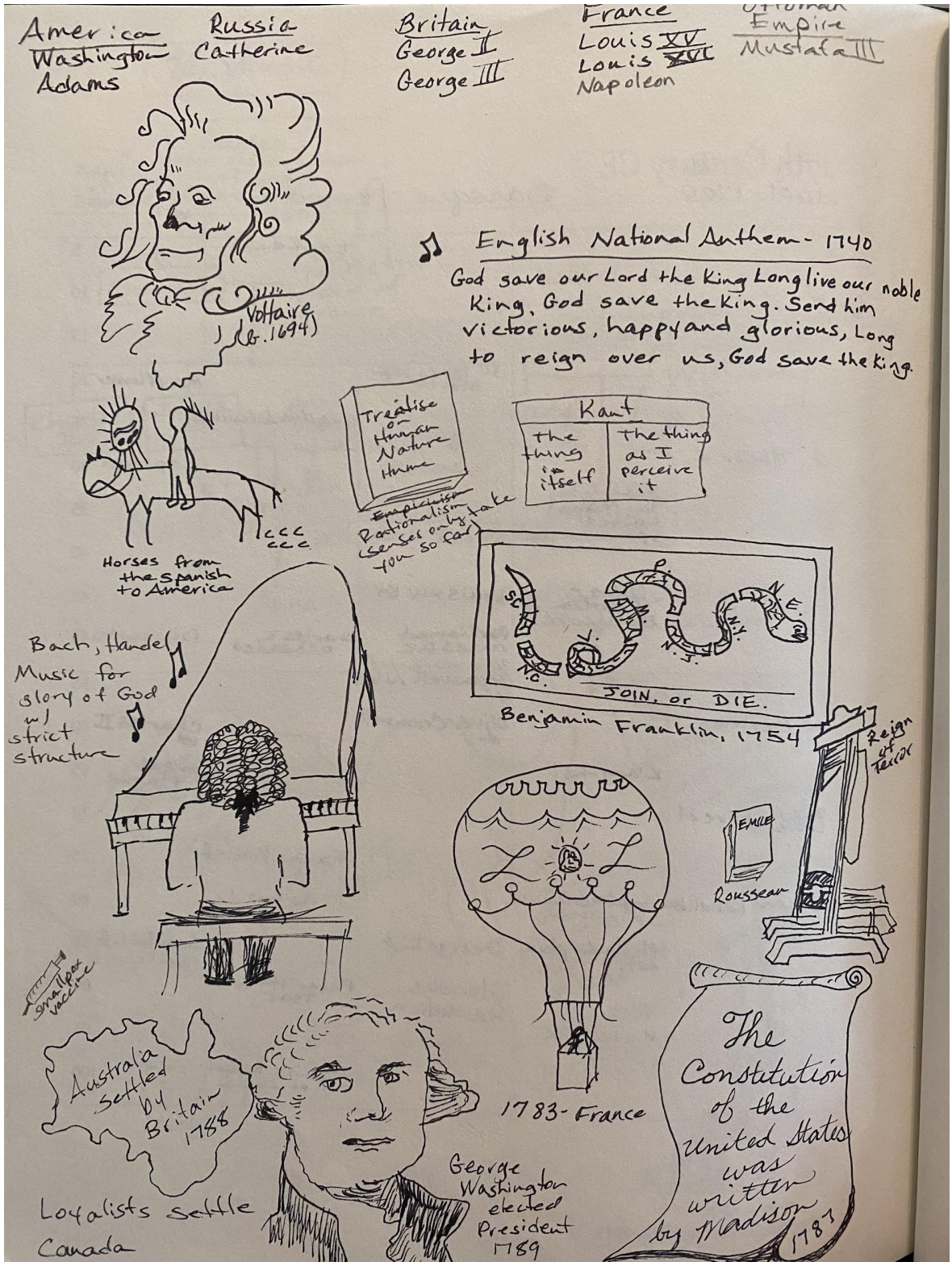
									
									
									
									
									
									

Grades 5+: Book of Centuries

The Book of Centuries is started once students have a good grasp of time and good motor control and penmanship. It is a nice book that is meant to follow them from about the age of 10 through the rest of their school years and beyond. There are several versions available. The one from [Riverbend Press](#) uses B.C. and A.D., while the one from [BookOfCenturies.com](#) uses BCE and CE. Both are patterned after the description in [Bernau's 1928 Parents' Review article](#), and both are of excellent quality and will last a lifetime if cared for properly. Simply Charlotte Mason has a [free version](#) you can download and print yourself and a [spiral-bound hard copy](#) that looks a bit different from the others. Whichever you choose, here are a few important tips:

- Since this book is intended to be used for eight school years, that means each time period will be visited twice. Younger children are often tempted to draw large pictures when they see a blank page, so they will need to be guided to leave space for lots of drawings.
- The Book of Centuries belongs exclusively to the student and is highly personal. We have provided lists of important dates in Occupations, but there is more information there than any student would want to include (or than will fit!). Students should be allowed to use these lists as a reference from which they may choose the events and people that interest them most.
- Like the Nature Notebook, the purpose of keeping a Book of Centuries is to provide another point of relationship between the student and ideas/events/things. Some students will enjoy drawing more; others will enjoy writing more. Allow the students to interact with the knowledge on their own terms.
- Choose a special place to keep your students' Books of Centuries, and only get them out when it is time to work in them. This will keep them from getting lost or damaged.
- Watch students closely when they first begin making entries. The format can be a bit confusing at first. Help them find the correct years until they are confident.
- If your Book of Centuries has blank pages in the back, you can use those to draw period maps, if you like.
- Drawings are an integral part of the Book of Centuries. Mason's students used a book on the British Museum to give them ideas about what kinds of artifacts to draw. We use Smithsonian's History of the World in 1,000 Objects for the same purpose. Keep this book handy when working in the Book of Centuries, but do preview the pages you plan to use, as there may be artwork that contains nudity or other content some members might find objectionable. (Still, this book is much safer than an internet search!) Another terrific resource is the history series by [Genevieve Foster](#), wherein the books contain line drawings that are perfect for beginners.
- Teachers are highly encouraged to keep their own Book of Centuries! You will be astounded at the connections you make. Plus, you will set the example of education's being a life!

Here are a few images to give you some ideas for how to use your Book of Centuries:



Persuading Ideas:

1. Opposition to authority
2. Rationalism
3. Enlightenment movement
4. Cultural optimism
5. Return to nature
6. Natural religion
7. Human rights

18th Century CE
1701-1800

Enlightenment Period

			Locke d.	5
Ben Franklin b.	Charles Wesley b.			Louis xv b.
Hume b.	Frederick of Prussia b.			10
		William Aand.		15
				20
			Kant b.	Peter the Great d.
	Isaac Newton d.		Catherine the Great b.	25
	George Washington b.			30
	John Hancock b.	George III b.		Daniel Boone b. John Adams b.
				35
				40
				45
		Isaac Watts d. Pompeii discovered	Goethe b.	50
		Berkeley d.		55
Mozart b.	Scarlatti d.			George III M.
French Indian War b.	Catherine Empress	French Indian War b.		60
		Captain Cook's 1st Voyage	Napoleon b.	65
		Bowditch b.		Hegel b. Louis xvii & Marie A. Beethoven b.
		Valley Forge		70
Declaration of Independence		Treaty of Paris		Woodworth b. Stamp Act Paul Revere
Hume d. Cornwallis surrendered				75
				Townsend Act Schelling b.
Frederick of Prussia d.	Constitution written	Charles Wesley d.	Constitution Ratified	80
			Washington Pres	85
			French Rights of Man	90
Mozart d.	Cotton gin			95
		smallpox vaccine	GW d.	100
Catherine the Great d. GW retired (Adams)				

And then
my heart with
pleasure fills,
and dance
with the
cattails.

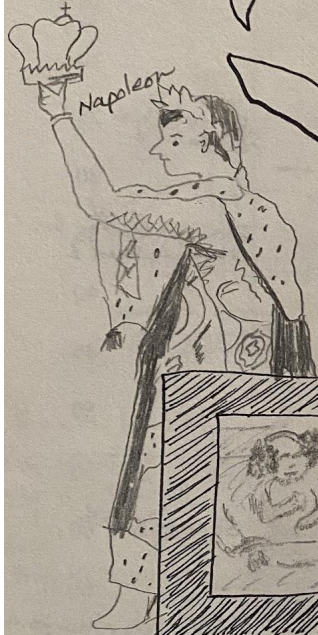
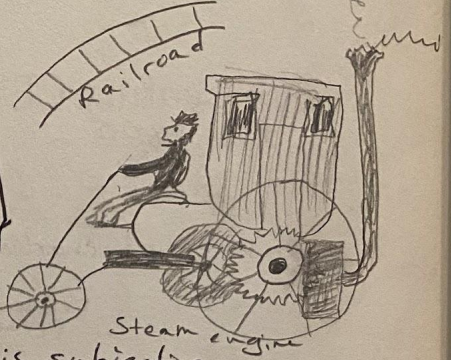
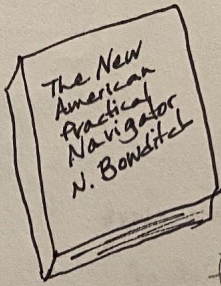
America
Jefferson
Madison
Monroe

England
George III
George IV
William
Victoria

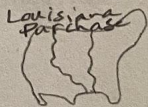
Napoleon
Charles X
Louis Philippe

Russia
Alexander I

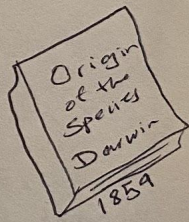
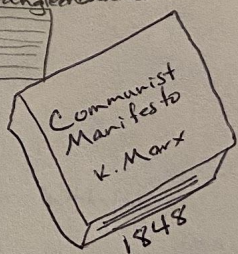
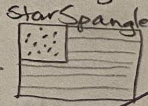
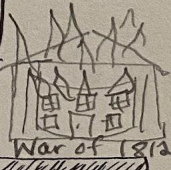
Austria
Francis I



Hegel - Truth is subjective
Dialectic process -
thesis
antithesis
synthesis



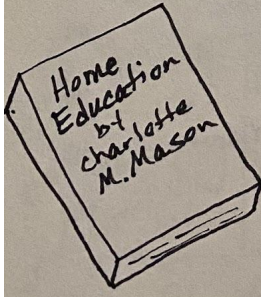
Kierkegaard - 3 stages -
Aesthetic - live for moment
and pleasure
Ethical - seriousness, duty
Religious - Faith (Christian)



Breakfast in Bed
Mary Cassatt



Nietzsche



Pervading Ideas

Expression of feelings
Ego worship
Monism
Philosophy, Nature Study, Poetry
Idealism

19th Century CE
1801-1900

1801-1900

Romantic Period/

		Industrial Age		
steam engine	Napoleon crowned emperor	Louisiana Purchase	Kant d.	5
Jefferson	Charles Wesley d.	Lewis & Clark	Napoleon crowned emperor	
	War of 1812	Kierkegaard	Darwin b.	10
		Marx b.	Madison pres.	15
Napoleon d.		C. Mason b.	Napoleon to Elba	20
		Jenner d.	Waterloo	25
	Beethoven d.			30
Hegel d.	Goethe d.		Babbage/Loveland Analytical Machine	35
	Bloodless Revolution	Bowditch d.	Opium Wars	40
	King William		Mary Cassatt b.	45
	Victoria crowned		Nietzsche b.	50
	Mason b.		Wordsworth d.	55
	Britain takes Hong Kong		Shelling d.	60
Freud b.				65
				70
B. Potter b.				75
				80
				85
	Darwin d.	Marx d.		90
				95
	Mason to Ambleside		Home Education	100
	Tea & son d.		Ruskin d.	
			Nietzsche d.	

Appendix 5: Age-Appropriate Chores (Life Skills)

Preschool (with supervision)
<ul style="list-style-type: none"> Pick up/put away toys after playing Put dirty clothes in hamper Feed/water a pet Help make bed Get dressed Help set and clear the table Get a snack Empty small trash cans Put away silverware Match socks, fold them, and put the away Pick up sticks, nuts, pine cones, etc., before an adult mows the lawn Water plants
Form 1+ (with explicit instruction, supervision, responsibility)
<ul style="list-style-type: none"> Make bed Brush teeth Comb hair Exercise a pet Dust Fold laundry and put away Help unload the dishwasher Help prepare a meal Clean their room Sort laundry Check mail Help pull weeds Help plant and harvest fruits and vegetables Simple budget with jars (spend, short term, long term, gifts) Rinse and sort recycling Gather and store eggs Use the microwave (leftovers, popcorn, frozen meal)
Form 2+
<ul style="list-style-type: none"> Get themselves up in the morning Wash dishes Keep room clean Sweep Mop Empty a trash can Take care of personal belongings Rake leaves Use the washer and dryer Answer a phone and take a message Prepare simple meals (eggs, salad, grilled cheese, etc.) Unload the car Personal hygiene (shower, deodorant, etc.) Wash a car Cut flowers and put in a vase Send invitations and thank-you notes Conserve water and electricity Compost pile

Put trash cans/recycling out for pick-up
Change out winter and summer clothes
Put away leftovers

Form 3+

Clean a bathroom
Order take-out
Change bed sheets
Vacuum
Empty vacuum cleaner
Change light bulbs
Check smoke detectors
Mow the lawn
Help babysit
Prepare meals from a simple recipe
Help with deep cleaning (baseboards, windows, cabinets, etc.)
Organize things
Clean out refrigerator
Put away groceries
Paint a room
Spread mulch and prune/transplant plants
Help cut firewood
Bake a cake or make a pie
Bathe the dog
Comparison shop
Hunt and shoot/trap
Pump gas and pay for it
Cook on the grill
Hang a picture
Iron clothes

Form 4+

Babysit alone
Change a tire
Take a car to have the oil changed (or change the oil)
Make a grocery list and budget and go shopping
Make a personal budget
Manage a checking account and savings account/debit card
Clean the oven
Refinish a piece of furniture
Drive
Call a repair person or contractor (estimates, recommendations, hiring, payment)
Minor home repairs/maintenance
Buy a car
Take a pet to the vet
Finding and keeping a job (search, application/resume, interview, professional appearance/behavior)
Pressure-wash house/driveway
Return or exchange an item at the store
Steam-clean the carpet
Drop off and pick up dry-cleaning
Food preservation (canning, freezing, drying)
Make coffee/tea
Hook up electronics (computer, printer, tv, cables...)
Bake bread

Appendix 6: Alveary Science Guide

Notebooks

There are three notebooks that are used in our Science courses, each of which has a different function:

- **Science Notebook (everyone)**
 - Keep handy during all science reading.
 - Form 1: Unlined journal
 - Drawing narrations from reading
 - Copying diagrams or pictures from books
 - Drawings from Object Lessons (more details below)
 - Forms 2+: Unlined journal OR journal with alternating lined and unlined pages
 - Copying or drawing and labeling diagrams from reading
 - Writing descriptions/explanations of diagrams and drawings from reading
 - Drawings and narrations of Object Lessons (more details below)
- **Nature Notebook (everyone)**
 - Mixed media journal with at least 90 lb. paper (so watercolor and pen do not bleed through and paper does not crinkle when damp)
 - Take outside every day.
 - Record observations (Children who cannot yet write for themselves dictate to an adult.)
 - Make sketches of specimens observed in pencil, pen, colored pencils, watercolor, etc., in the field. (The child's interaction with the specimen is more important than the media used. It is ok to allow them to use whatever they are comfortable with for daily observations.) Record the date and where found.
 - At least once per week, devote a more significant amount of time to doing a careful and detailed brush drawing of a specimen. This can be done in the field, or you can bring the specimen indoors to observe. Students should try to use techniques they are learning in art class. The high-quality pigments in their art palettes are preferable; however, students just starting art lessons may have only a limited variety of colors. You can choose whether to give them access to the other high-quality pigments during nature painting, or you can have another set of paints they can use until they learn to mix the colors they need.
 - Keep a weather almanac (more details below).
 - Special Studies: A Special Study is simply a deep-dive into a topic that you follow for an extended period of time. It can literally be anything, which is what makes special studies intimidating to many. Set aside a page or two in your Nature Notebook to follow your special studies. Here are a few options for getting started:
 - Choose one tree in your yard to observe through the seasons. Go look at it at least weekly to see what changes have occurred. Make frequent notes and/or sketches of these changes, being sure to include the date. Find out all you can about the tree by reading Comstock, field guides, and library books.
 - If your students suddenly develop an intense interest in something (mushrooms, frogs, lichen...the possibilities are endless and unpredictable), capitalize on it by making it a special study for a month or so. Look for them whenever you are outside. Do object lessons on them. Capture or collect things to observe over a period of time. Check out books about them from the library. Use field guides to identify as many kinds as possible.
 - If you read in one of your science books about something you have in abundance where you live, make it a special study.
 - Forms 3+: Keep lists of birds, wildflowers, and insects in the back of the Nature Notebook (more details below).
 - Form 4+: Participate in Citizen Science Projects and document all work in Nature or Science Notebook.

- **Lab Notebook (Forms 2+)**
 - Notebook or journal: Lined or unlined as a narration notebook to begin, later with quad-ruling on at least the right side (more details below)
 - If desired, a 3-Ring Binder can be used to hold printed lab instructions, but these do not need to be kept once the lab is completed.

Occupations

Students read on a variety of topics. During the lessons, the reading is enhanced by links, demonstrations, and relevant afternoon labs, but even more opportunity for connection can be found in Occupations:

- **Nature Walks**
 - Students should be going outdoors every day, both to play and to observe the natural world. Sometimes teachers and students do not really know what to do once they get outside. Also, reading about a plant or animal is interesting, but the science of relations really blossoms when students are able to see things first-hand. Therefore, we have listed suggestions of things you can look for during outside time that will enhance what you are reading during lessons. These are suggestions only, meant to give you a starting point for noticing. If your students find something interesting that they would rather observe instead, let them.
 - North America is a large and ecologically diverse land. If you cannot observe a specific creature or plant because it does not live in your area, try to think of something similar you could see instead.
 - Sometimes you may need to travel to see something. One example might be to visit a pond or lake to observe ducks or water insects. Looking ahead to plan your field trips accordingly will be a big help. If travel is not possible, think about how you might be able to use “micro” examples instead. For instance, you can observe water insects in a bird bath in your yard instead of going to a pond.
 - Be sure to have Nature Notebooks with you so students can record observations.
- **Object Lessons**
 - Object lessons are teacher-led and designed to encourage deep observation. Comstock’s *Handbook of Nature Study* is a collection of object lessons--series of questions about a specimen they are observing directly to guide students towards noticing. The book is not intended to be given over to students (although older students may be able to use it for themselves); rather, it is to be used by the teacher as a tool for preparation.
 - Many lessons include reading from Comstock during Prep. This is so that you will be ready to conduct an object lesson on something you are reading about, should the opportunity present itself during a walk. You can also bring in specimens on which to do an object lesson.
 - Mason recommended doing one object lesson per week. There will likely be more suggested object lessons than you can use. Choose according to interest and availability in your area.
- **Science Notebooks**
 - Science Notebooks should be constant companions during lessons. This is a great way for students to process what they are learning through drawings, narrations, and diagrams on a daily basis.
 - Specific ideas for things to include in the Science Notebook are sometimes listed in Occupations for the benefit of students and teachers who need a bit of guidance.
- **History Charts (Forms 2+)**
 - History charts are not just for history lessons! It is very helpful to situate scientific discoveries within their historical contexts. We have listed important people, events, and dates from the reading in Occupations to make it easy to remember to include them when working on history charts.
 - These are suggestions only. Students should not be required to include them all. It is just a list from which they can choose according to their interest.

Bird, Insect, & Wildflower Lists

Students in Forms 3+ keep lists of wildflowers, birds, and insects in the back of their Nature Notebooks. An option for younger students is to keep a class or family list.

Date	Location	Common Name	Latin name	J	F	M	A	M	J	J	A	S	O	N	D
2/26/18	Garden edge	Wild Daffodil	Narcissus pseudonarcissus		✓	✓									

This chart shows when and where the student first saw wild daffodils. Then the child noted how long he continued to see the flower on nature walks by simply making a check mark under the first letter of the month. By April, they were all gone. Next year, he will know when and where to look for wild daffodils. Students who are so inclined could add a column for the page number on which the specimen appears in the notebook. That page could include notes about the weather and other things noticed during the walk. You can view actual lists from Nature Notebooks in the Charlotte Mason Digital Collection [here](#) and [here](#).





















Almanac

On the program are listed several supplies you can use to make your own weather station (rain gauge, outdoor thermometer, windsock, and compass). Walking by to take notes in your Nature Notebook should be part of your daily routine, as it affords students the opportunity to notice patterns and to use math outside of math instruction. Here are some examples that you can use to help you make weather charts appropriate to student ages. They are merely suggestions, however. Feel free to customize them according to interest. Also, it is not necessary to do all of these at the same time. You can choose to focus on just one thing for a while and then move on to something else; just be sure you stick with it long enough to get a robust collection of data.

Grade 1: Weather Picture Graph (Use drawings or stickers)

Note: An adult will need to draw the charts, graphs, and calendars, but the child should fill them in.

March, 2021

				
				
				
				
				
				
Sunny	Cloudy	Rainy	Stormy	Snowy






Collecting simple data and displaying it in a graph like this is foundational to lab sciences. At the end of the month, you can ask questions that help students begin to analyze their data while strengthening their math skills:

- How many snowy days did we have in March?
- How many more rainy days than stormy days did we have?
- How many sunny and rainy days did we have altogether?
- Were there more snowy days in February or March this year? How many more?
- Do you think the number of snowy days will go up or down in April? Why?

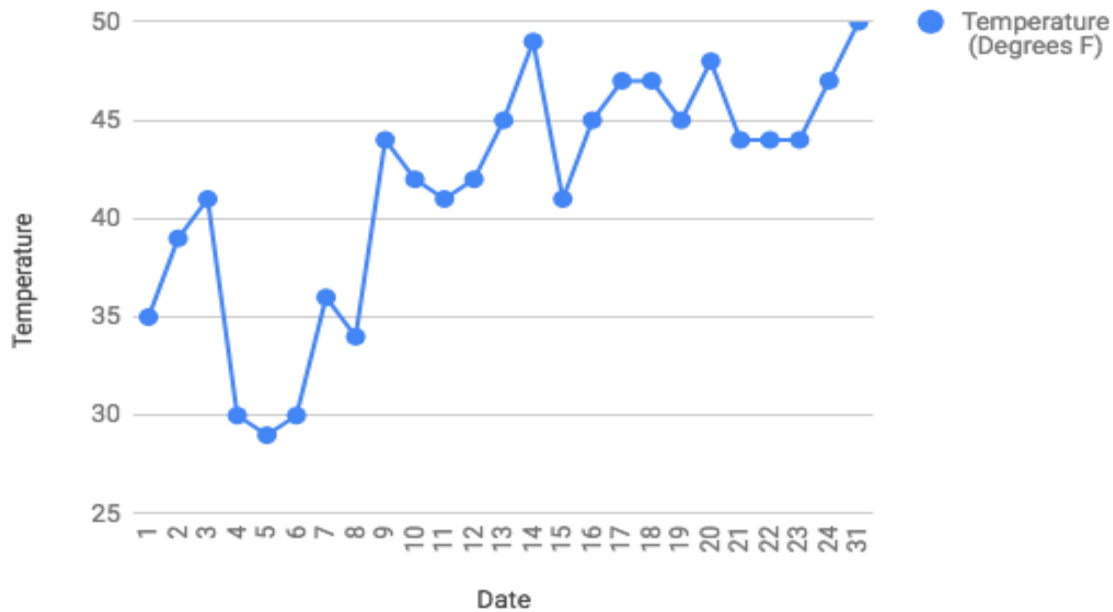
Grades 2-3: Weather Bar Graph, Temperature Line Graph, and Almanac Calendar

Note: An adult will need to draw the charts, graphs, and calendars, but the child should fill them in. At this age, the temperature taken should be whatever the outdoor thermometer says at the time it is checked.

Weather for March, 2019

15					
14					
13					
12					
11					
10					
9					
8					
7					
6					
5					
4					
3					
2					
1					
					

Temperatures in March, 2019












For the bar graph, you can ask the same types of analysis questions as with the picture graph shown for Grade 1. This line graph of temperature could also be drawn using the amount of precipitation, as collected in your rain gauge. These graphs display data in a different way and lend themselves to different analysis questions:

- Was the temperature higher at the beginning of the month or at the end of the month?
- What day had the lowest temperature? The highest?
- On which days was the temperature exactly 45 degrees?
- What was the temperature on March 3?
- What was the lowest temperature recorded in March? What was the lowest temperature recorded in February? Do you expect the lowest temperature for April to be higher or lower than the lowest temperature in March? Why?

Here is a calendar that was used to keep up with precipitation and moon phases during March:

March, 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 Rain Snow: 2 in. Wind Moon 	2 Rain Snow: 1 in. Wind Moon 
3 Rain Snow: 2 in. Wind Moon	4 Rain Snow Wind: W Moon 	5 Rain: 1 in. Snow Wind: W Moon	6 Rain Snow Wind: SW Moon	7 Rain Snow Wind: SW Moon 	8 Rain Snow Wind: SW Moon	9 Rain Snow Wind: NW Moon
10 Rain Snow Wind: NW Moon	11 Rain Snow: 1 in. Wind Moon	12 Rain Snow: 3 in. Wind Moon	13 Rain Snow Wind: W Moon 	14 Rain Snow Wind: W Moon	15 Rain Snow Wind: SW Moon	16 Rain Snow Wind Moon
17 Rain Snow Wind Moon	18 Rain Snow Wind: SW Moon 	19 Rain Snow Wind: SW Moon 	20 Rain: 1 in. Snow Wind: SW Moon	21 Rain: 1.5 in. Snow Wind: SW Moon	22 Rain Snow Wind: W Moon 	23 Rain Snow Wind Moon
24 Rain Snow Wind Moon	25 Rain Snow Wind: W Moon	26 Rain Snow Wind: W Moon	27 Rain Snow Wind: W Moon	28 Rain Snow Wind Moon 	29 Rain Snow Wind: W Moon	30 Rain Snow Wind Moon
31 Rain Snow Wind Moon						

Here are a few examples of analysis questions that could be asked about this kind of calendar:

- Look at the dates for the full (or new) moons in January, February, and March. Do you see any patterns? When would you predict the full (or new) moon might be in April?
- How many inches of rain did we get in March? Was that more or less than we got in February?
- How many inches of snow did we get in March? Was that more or less than we got in February? Do you expect more or less snow in April? Why?
- How many inches of rain and snow did we get altogether?
- Did we get more snow or more rain in March? How much more?
- What direction does the wind generally blow here?

*Note that inferences can be made even with some data missing.

Forms 2-3: Almanac Calendar and Double "High-Low Temperature" Line Graph

Students in Form 2 may still need some help drawing their calendars, though they should be encouraged to do so using a ruler. This example includes the high and low temperatures, weather, times of sunrise/sunset and moonrise/moonset, and the amount of daylight each day.

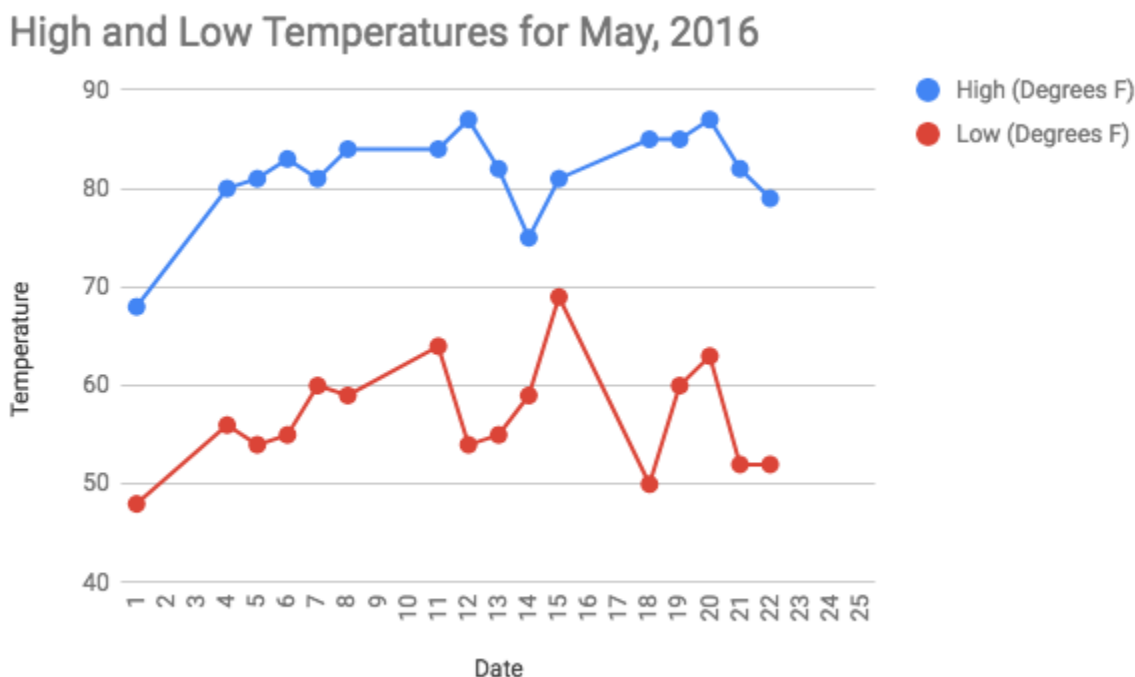
May

M	T	W	Th	F
				H-68° L-48° ☁ ☽ ○ 6:35 6:05 8:12 5:47 13:37
H-80° 4 L-56° ☁ ☽ ○ 6:33 8:53 8:45 6:59 13:42	H-81° 5 L-54° ☽ ☽ ○ 6:31 9:51 8:15 8:28 13:44	H-83° 6 L-55° ☽ ☽ ○ 6:30 10:46p 8:16 9:49a 13:46	H-81° 7 L-60° ☽ ☽ ○ 6:29 11:40p 8:17 10:15a 13:48	H-84° 8 L-54° ☽ ☽ ○ 6:28 12:16p 8:18 10:15a 13:50
H-84° 11 L-64° ☽ ☽ ○ R 6:25 2:01 S 8:20 1:22 13:55	H-87° 12 L-54° ☽ ☽ ○ 6:25 2:42 8:21 2:27 13:56	H-82° 13 L-55° ☽ ☽ ○ 6:25 3:22 8:22 3:34 13:57	H-75° 14 L-59° ☽ ○ 6:24 8:23 4:01 4:41 13:59	H-81° 15 L-69° ☽ ☽ ○ 6:23 8:24 4:41 5:48 14:01
H-85° 18 L-50° ☽ ☽ ○ 6:21 8:26 6:54 9:29 14:05	H-85° 19 L-60° ☽ ○ 6:19 7:45 8:24 10:02 14:07	H-87° 20 L-63° ☽ ○ 6:19 8:38 8:27 10:55 14:08	H-82° 21 L-52° ☽ ○ 6:18 9:33 8:28 11:43 14:10	H-79° 22 L-52° ☽ ☽ ○ 6:18 8:29 8:19 14:11
out of school 25 H-83° 26 L-65° ☽ ☽ ○ 6:15 2:08 8:32 2:43 14:17	H-83° 27 L-63° ☽ ○ 6:15 3:01 8:32 3:14 14:17	H-85° 28 L-63° ☽ ☽ ○ 6:14 3:55 8:33 3:46 14:19	H-82° 29 L-61° ☽ ☽ ○ 6:14 4:50 8:34 4:20 14:20	

This kind of data is particularly helpful in Form 2, because it gives students a real-world opportunity to practice calculating elapsed time (a skill with which most kids struggle) every day. Allow them to use their “Judy Clocks” to do their calculations until they can do them mentally. You can use a newspaper or an app to tell you the exact times for sunrise and sunset and moonrise and moonset. Collecting and analyzing this data will lead to new discoveries. Here are some sample analysis questions:

- How much sunlight did we get on May 1? On May 31? How much more sunlight did we get on the 31st?
- By about how many minutes did the amount of sunlight increase each day?
- At this rate, how much sunlight would you expect us to get by the end of June?
- At what point in the year do you predict the amount of sunlight each day will begin to decrease instead of increase?
- Does the moon always rise in the evening and set in the morning?
- Can you find any patterns in the moonrise/moonset times?

This graph shows both the high and low temperatures for the month. Students can draw these graphs by hand on graph paper, or they can use a spreadsheet to create a graph like the one below.



Sample analysis questions:

- What was the highest high temperature? Which day?
- What was the lowest low temperature? Which day?
- On which day was the difference between the high and low temperature greatest? Least?
- Did the temperatures generally increase or decrease during the month?
- What was the high and low temperature for the 18th?
- Compare this graph to the one from March.
- How do you predict the temperature will change in June?

Students may begin keeping this data at whatever level feels appropriate. Students in Forms 3+ who have kept these records for some time may wish to continue them, but they should be optional once the skills and concepts here are mastered. Older students can use the same kinds of information to inform their daily nature notes.

Learning In the Lab

Mason set the expectation for inquiry in science with Form 1 nature studies. We should consider laboratory activities with the same spirit that we would a field study. Our labs are scheduled in the afternoon for a very pragmatic reason: It takes a lot of time to gather materials, set up a lab, conduct an experiment, clean up, and do a write-up. It simply does not fit comfortably in the morning schedule and it should not become a stressful experience for student or teacher. There are also differences in the expectations for students today than there were in Mason's day. Some of our current lab sciences did not exist at all in the 1920s, and the ones that did were often considered only for professional or amateur scientists--not for children. That is different today. Including labs is a way of moving Mason's methods into the 21st century.

Mason described curiosity as an appetite for learning. Using her metaphor, we have selected books to whet their appetite - to inspire curiosity, adventure, relationship-building, and problem-solving, but not reveal all there is to know about the Thing. The laboratory activities are inspired by the books, but their primary objective is to put students into direct contact with Things and engage them to learn about these Things for themselves.

Many laboratory activities will be linked to third-party websites. It is recommended that you follow the links during your pre-term preparations and print the labs for the term. You will need to view the materials lists on the website, since all of that is copyrighted. Writing utensils and a science notebook should be available for every lab. It is good to get into the habit of wearing safety glasses for all laboratory exercises even if they do not seem necessary. They generally do not need to be worn for field studies.

Please consider the laboratory schedule to be a suggestion. Lesson plans for the laboratory exercises are designed to be flexible and to leave room to balance content objectives with the student's need to build relationship with the Things before him or her. There are a couple of ways that we can find this balance. The educator can use the procedure as a script for him or herself to engage the student in an interactive way. Students can make use of the "Make it Your Own" tab (see below) or suggested extensions in the lesson plans. Students can research or investigate their own questions on the given subject even if the question has nothing to do with the scheduled activity. For example, the assigned activity may instruct the student to sample various locations in their home to test for microbial growth, but the student may suggest comparing saliva samples of different animals instead. It is okay to skip the former to explore the latter. If the student does not get to all of the activities because they were engaged and learning from a previous extension or with their own independent investigation, that is perfectly acceptable as long as the student can narrate what they are learning and how it relates to the given subject.

The screenshot shows a web browser window with the URL https://www.sciencebuddies.org/science-fair-projects/project-ideas/Genom_p010/genetics-genomics/pedigree-analysis-a-family-tree-of-traits#makeityourown. The page features the Science Buddies logo and a navigation menu with links for Science Projects, Project Guides, Ask An Expert, Blog, Science Careers, Teachers, Parents, and Students. Below the navigation is a Google ad that has been closed. The main content area is titled "Pedigree Analysis: A Family Tree of Traits" and includes a "Google Classroom" button. A tabbed interface shows the "Make It Your Own" tab selected. The "Variations" section contains a list of bullet points:

- Through this science project, you recorded the phenotypes of various family members for a variety of traits, and you determined the mode of inheritance for these traits. Now, using this information, predict your own genotype for these traits. Depending on the genotype of your future mate, what possible phenotypes could your children have?
- Through your bibliographic research, did you discover any other well-known genetic traits in humans? What are they? Do the pedigree analysis for any of those that seem interesting.
- Most characteristics are multigenic, meaning that the observed phenotype is due to the action of several genes in combination. Eye color is an example of a multigenic trait. Do some bibliographic research to learn about how eye color is inherited. Once you know how it is inherited, draw your family pedigree for eye color. Can you use the pedigree and your knowledge about how eye color is inherited to determine the possible genotypes of the family members in your pedigree?
- Discovering the mode of inheritance of a trait can sometimes be very difficult. For example, people have long debated whether handedness (i.e. being left-

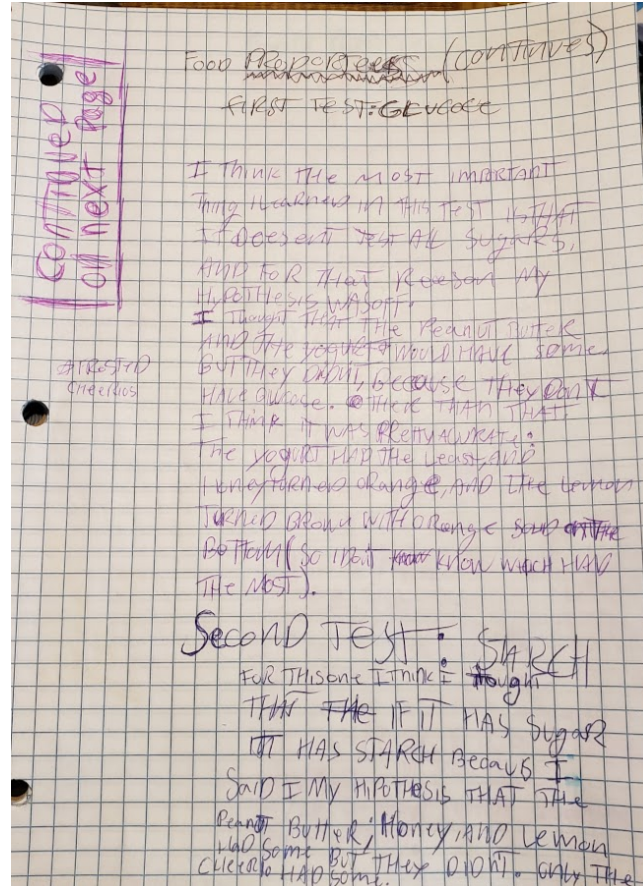
When students begin a laboratory activity, they should read any background or introductory information on their own or with help, depending on the student. They will learn to use their laboratory notebook progressively, beginning with the written narrations that they are already learning in Form 2. Therefore, they will narrate the background orally or, as they are able, in the lab notebook. If they want to include anything related from their term reading, that is fine. The most important part of this is for them to be able to articulate “what question am I trying to answer in this lab?” (That is, “what is my hypothesis?”)

Then the student will gather the materials listed and read the procedure to ensure that they understand what they are to do. In their printed lab materials (eventually their laboratory notebook), they can note any substitutions or specifics about their particular materials, if needed.



When they are ready to begin the lab, they will follow the instructions step by step, noting any problems or adjustments that they need to make along the way. For example, if the lab instructs the student to tape a magnifying glass to an experimental set-up, but their particular magnifying glass is too heavy for this, they might note: “Magnifying glass is too heavy. Helper held it in place instead.” They will record any observations or data in their printed lab materials (eventually their laboratory notebook).

When they have completed the lab, explanations of their data and any final conclusions can be written in their laboratory notebook. Here, they are articulating “what did I learn?” They can also include any further questions that they have or anything that this causes them to wonder.



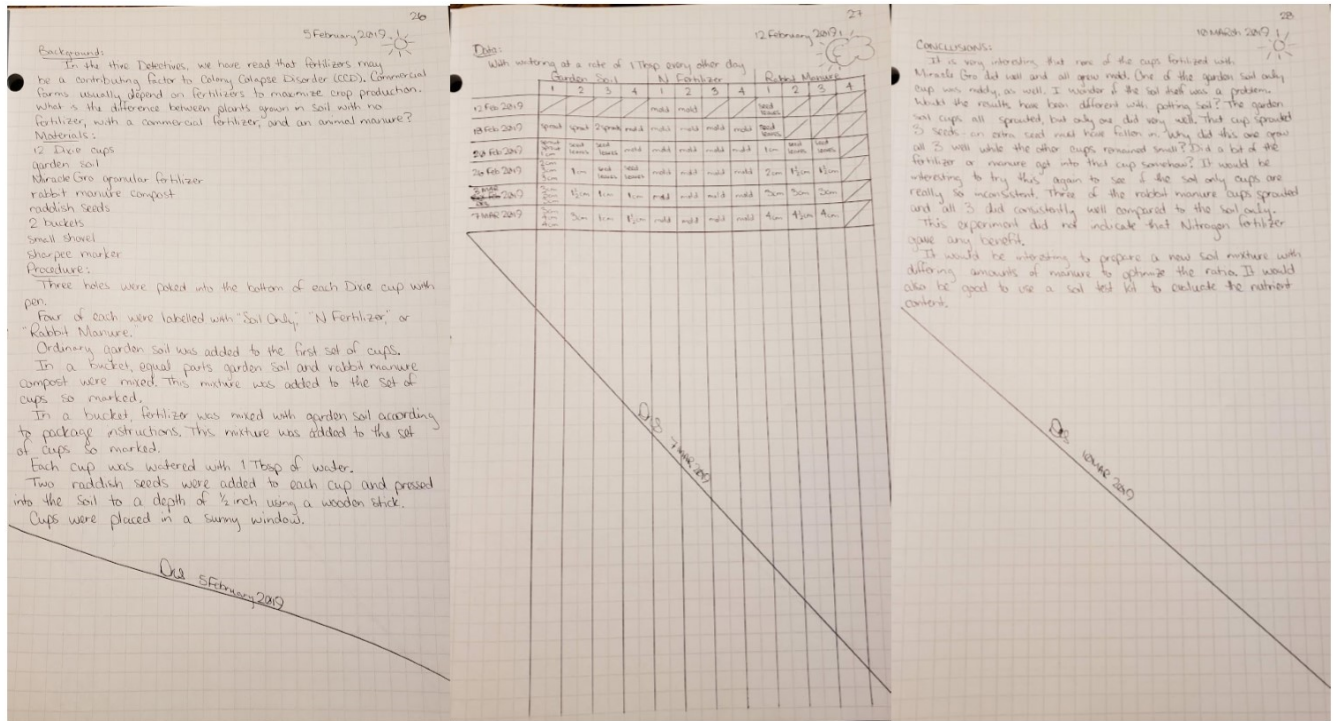
Note that in the beginning, use of the laboratory notebook is somewhat limited because we are focusing on the practice of inquiry and we are starting with the written narrations that are appropriate for their stage in development. Beginner students are only regularly recording background and concluding narrations in their notebooks. “What question am I trying to answer?” “What did I learn?” “What new questions do I have?” It is okay at this point to let them write the rest on their printouts and these do not need to be kept once the lab is complete. Proper notebook keeping consists of very strict disciplinary rules. Even our most advanced students will have time to learn this practice in the upper forms. Instituting too much too soon risks learning bad habits or placing obstacles before the student. As we progress through the forms, we will move in that direction gradually.

The first step would be moving away from a pencil to using a blue or black pen when collecting data or making observations in their lab printouts. Mistakes must never be erased or scratched. They are marked with one line through and the initials and date. They can practice this on their lab printouts and in their notebooks, as they are still using both at this point.

The next step would be moving the observations and data from the lab printouts to the notebook. A science notebook with quad ruling on at least the right facing side is recommended for this. Quad ruling helps to keep tables and charts looking legible. The left facing side can be whatever is convenient because traditionally only calculations are done on the left facing side. Anything that they have printed out and want to keep (e.g. maps or star charts) can be taped into the lab notebook.

Once they are in the habit of recording data in the notebook along with background and concluding narrations, they can move the record of materials and procedures to the notebook, as well. These are recorded as they are completed rather than as they are planned. At this point, the lab printouts will be for reference and instruction, but no longer for recording. Instead, the laboratory notebook will include the traditional sections: Background, Materials, Procedure, Data, Conclusions. The photos below illustrate the notebook of a more advanced student who has developed proper record keeping habits, but it is a process from the beginner stage seen on the previous pages.

Our relationship with our science notebooks should be no different than our relationship with our Commonplace Notebook or Nature Journal. It is a place to record and communicate what we are learning and ideas we are thinking.



Forms 4+: Students continue growing in their skills and abilities to inquire, experiment, discover, and communicate in the language of science and mathematics as they progress through the disciplines of physics, biology, and chemistry. Grade 12 provides the students with several science elective options which all have a laboratory or field studies component. At the high school level of study, understanding will require more than a single reading of the text. Silent narrations, copying of diagrams, writing down questions, performing calculations, following examples, rereading of the text, writing out answers to end of chapter questions, and completing lab activities and experiments are all used to grow the students' relationships with the various disciplines. Growth in these relationships is the goal. Complete understanding is not attainable by any scientist. There is always more to question, refine, discover, test, and understand. At this level the students delve deeper into the complexities of God's creation. There is much to wonder and be amazed at and sometimes students and teachers are surprised that understanding does not always come as easily as it may have in younger grades. This struggle is to be expected. Exposure to more complex ideas now will leave doors wide open for students who may wish to pursue even deeper relationships with science in college and adult life. Citizenship in the 21st century requires that all students have a basic understanding of these topics. Teachers will need to encourage and support some students by coming alongside and working through the text and lab activities together. Materials included with the lesson plans will support the teacher in this role.

Appendix 7: Kinderleben (Preschool)

“Kinderleben” is a name coined by Dr. Jack Beckman in 2012 as a Charlotte-Mason-friendly alternative to the idea of kindergarten. This German word means “child life.” We are often asked if we have a program for preschool. We do not, because we do not want to undermine the idea that children need not begin school until age 6. However, there are some things you can incorporate into your daily living that will support your little ones prior to school age. Parents and teachers should first read the section on [Out-of-Door Life in Home Education](#). After that, please peruse these suggestions for activities that would be appropriate for preschoolers. This list is neither exhaustive nor prescriptive. It is important to allow preschoolers to explore freely. There should not be too much parent- or teacher-direction; these are merely offerings for your littles to take (or not) as they wish.

Habits

- Set reasonable expectations for manners and teach them to your children. Examples: Saying “please” and “thank-you,” eating the food that is served, basic table manners, etc. Model these behaviors yourself consistently.
- Teach children to put away one toy (or set of toys) before they get out something else.
- Give children a spray bottle of water and a cloth during cleanup time so they can help.
- Teach children age-appropriate chores (see Appendix 5). Once they have mastered each skill, set the expectation that they will be responsible for completing that task consistently.
- Let your child learn to entertain himself quietly sometimes with toys, drawing, etc., so that he is not dependent on anyone else to play. This will be helpful if you are teaching older students or when you need to get something done around the house.
- Gently encourage the habit of attention by sometimes drawing your child’s focus back to an activity for another minute or two when they start to move on to something else.
- Encourage close observation by asking the child to tell you everything she notices about something that has captured her attention, such as a bug, a fungus, a flower, etc.
- Set expectations for behaviors such as obedience early. Use redirection as necessary.
- Follow a set routine to the degree that you can, with regular times for eating, napping, playing, quiet activities, self-care, and going to bed.
- Teach young children how to talk about things when they are grumpy, angry, or sad. Model this behavior yourself. Show them that sometimes we all need a minute to regroup.
- Teach children to both take responsibility for mistakes and be resilient by modeling it yourself. Show children your thinking as you work through a problem. Example: “Hmm. It looks like I burned the toast. That’s too bad. I will need to watch it more closely next time. Let me try again.” When your child makes a mistake you can model the same kind of thinking. There is no need for us to get frustrated or to beat ourselves up. Everyone makes mistakes, and that is how we learn.
- Teach children how to handle conflict positively by coaching them whenever it arises. Practice articulating calmly what is wrong, listening politely to the other person, apologizing and accepting an apology when called for, figuring out how to make things right, and then moving on.
- Set expectations for screen time and stick to them. Pediatricians recommend no screen time for children under eighteen months and very limited screen time up to age 2. For children ages 2-5, they recommend no more than one hour per day of high-quality programming. However, we find that at times “none” is much easier than “some.” If you develop the habit of no screen time during the week you might find yourself involved in less conflict with your child than if you try to allow them just a little each day.

Motor Development & Independence

- Let your children play with [threading toys](#).
- Help your children learn to button, snap, zip, lace and tie shoelaces, and buckle using real clothing and/or [practice toys](#).
- Allow children to practice cutting with scissors along hand-drawn or [printed](#) lines.
- Let your older preschoolers practice using simple [toy tools](#) or use real tools under supervision. If you have the skills, you can make a practice board out of scrap wood with holes pre-drilled for screws and bolts/nuts and with a few nails started.
- Let your little one help prepare dinner by chopping fruits and vegetables. Of course, this requires close supervision and a bit of forethought. [Here](#) is a good resource for teaching your child knife skills.
- Play with large and small balls. Practice bouncing, tossing, and catching.
- Play with jump ropes. [Here](#) are some classic games you can play. If you have children in Grades 1-3, younger ones may wish to join in their P.E. games.
- Play children's songs and rhymes that include movement. [Fingerplays](#), [clapping games](#), [songs with accompanying motions](#), etc., are all good.
- Let children find their own boundaries when climbing, balancing, and jumping outdoors. Adults can tend to hover too much during active play to keep kids from getting hurt (understandable); however, children need to learn to assess risk and make judgments for themselves. This might result in some scrapes and bruises, but it is important.
- Encourage physical activity that "crosses the midline." This means that the right hand crosses to the left side of the body and vice-versa. This has been found to be important to learning to read and write later. You can find activities [here](#). You can also draw large letters on your child's back with your finger and let him guess what they are.
- When your child begins to show an interest in writing or drawing, encourage [age-appropriate pencil grip](#).

The Arts

- Allow your preschoolers to participate in Picture Study if you have older children.
- Visit museums with your little guys. A whole museum can be overwhelming, so stay in one room during each visit. Have your child choose her favorite piece and tell everything she notices. Tell her the title and the name of the artist. The next time you visit the museum, go back to that room and let her find "her" picture before exploring a new room.
- Allow children access to non-toxic art and craft supplies such as Prang watercolors, crayons, children's markers, scissors, glue sticks, construction paper, colored pencils, etc. Some five-year-olds may enjoy the Level 1 Art Lessons, but these should be done only if and when the child initiates it.
- Listen to music in your home. Expose children early to classical music, so that it does not sound foreign to them when they begin school. However, you need not limit yourself solely to classical music. Traditional children's songs, hymns, patriotic songs, spirituals, jazz, Americana music, and world music can all be appropriate. Just make sure that any ideas contained in the lyrics are ones you wouldn't mind your little one repeating.
- Take your older preschoolers to appropriate concerts, symphonies, musicals, dance/ballet recitals, and plays, especially if your community offers free shows. (Check your local college, performance venues, and public library.) Teach them how to be a good audience member by listening quietly, looking at the performer(s), and clapping. Long shows can be tiring, though, so be prepared to leave early rather than force your little one to sit quietly beyond her capacity to do so.
- [Make](#) or [purchase](#) simple musical instruments for your children to play with. Practice keeping a steady beat. Let them play along with music as they listen and/or sing.
- Engage often in imaginative play (or simply leave them alone when they are deeply engaged) with toys like dolls, animals, doll houses, blocks, action figures, dress-up clothes, etc. If they want to play a particular story, help them find things from around the house that they can use as props.

Science & Nature

- Go outside. A lot. On every reasonably pleasant day, spend several hours outside. Have picnics, take naps, explore, and play. Go on walks, even when the weather isn't perfect. Children can see things during or just after rain or snow that they cannot see when the sun is shining (e.g., the natural movement of water towards the lowest point, animal behavior changes, different smells, different sounds, animal tracks, etc.). [Learn to dress appropriately for the weather](#) so that it doesn't keep you inside.
- Read from *The Handbook of Nature Study* yourself, so that when your child comes to you with a question about a flower, bird, insect, or tree, you have something you can say. If you notice something blooming, try to find out what it is so that you can be ready to give information when it is asked for.
- Let your child start keeping a nature notebook as soon as she begins scribbling and drawing. Let her keep it just how she likes, using crayons, colored pencils, and/or watercolors. Ask her to tell you about what she drew. Take dictation, writing down what she says in her notebook and adding the date.
- Keep a bird feeder in an observable spot. Learn to identify the birds that visit by their look and their sounds.
- Keep a family list of the kinds of birds you see. Always be on the lookout for new birds to add to this list.
- Take nature walks at home, at nearby trails, and on vacation. Which plants are the same? Which are different?
- Keep a pet for the child to watch and care for.
- Read nonfiction books about whatever topics in nature have your child's attention at the moment.

Languages

- Listen to songs, rhymes, and stories in the target language. We recommend choosing either French or Spanish, depending on which would be more useful when interacting with the people where you live. These are the two languages we offer in the Alveary curriculum. Early exposure will help get the sounds of the language in the child's ear.
- Let your littles participate in the French or Spanish lessons for Grades 1-3 if they wish.
- Encourage your child to speak whatever they know when they have any opportunity to interact with a native speaker.
- If you, a friend, or a relative is a native speaker, have your child only interact with that person in the target language.
- Start getting to know the culture by making food, going to restaurants, attending festivals, attending church services, and/or celebrating holidays.
- Teach your children to be curious and respectful by modeling this yourself.

Literacy

- Let the child see that reading is part of *your* everyday life. Let them see you read. Leave your book stacks where they can be seen. If your child asks, talk to her about what you are reading and why you like it.
- Take your child to the library. Let him choose books to take home. Teach him early to treat books with care.
- Start building your child's own library of favorite books. Ownership is important.
- Read to children several times per day from a wide variety of books--picture books, children's poetry, nursery rhymes, non-fiction books, and children's classics. Children at this age differ in their activity levels. If your child wants to sit in your lap, that's fine, but it is also ok for you to read aloud as your child plays with toys. **Do not ask them to narrate**, but listen to them and have a conversation if they want to talk about the story. There are lots of great book suggestions on our [Bookshelf](#).
- If you have older children who are school-age, your preschooler can be invited, but not required, to listen as you read their school books. Or, if your older child needs to practice reading aloud, she can read to the preschooler.
- When your child is looking at the book with you, track the words with your finger as you read them. This will teach young children that books progress from front to back and that we read text from left to right.
- When your child brings you a favorite book that you have read 100 times, read it again. They love the repetition. At some point they will likely memorize the book and want to "read" it themselves. This is a signal that they may be ready to begin learning to read.
- Gather lots of different kinds of letters--Scrabble tiles, foam letters, wooden letters, magnetic letters, etc.--and let children have free access to them for play. It doesn't matter if they are using them to make ramps for their toy cars; just give lots of opportunities for handling letters.
- Start teaching letters by showing children the first letters of their names, the names of siblings, pets, familiar objects, etc., and isolating the sound it makes. Begin calling letters by their sounds.
- Play a game to try to find all the "A's", etc. among your different kinds of letters (letter matching). Once they can identify a letter consistently, look for it on a page of print in a favorite book.
- Draw letters outside in the dirt using a stick and/or on the driveway using a wet sponge or sidewalk chalk. This will help with large-muscle control. You can also make letters out of sticks or rocks.
- Look for letter shapes in twigs you find on the ground.
- Take a letter outside and place it on the sidewalk or on a table. Find natural objects in your yard or during a walk that begin with that letter. Place the items with the letter.
- Write the child's name and have him find the letters and put them in order. If he likes this game, do the same with the names of people and animals he loves.
- Give children free access to paper and writing utensils such as crayons and to a chalkboard and chalk. Notice when they begin trying to write some letters or letter-like shapes. If they are interested, you can write a familiar name and have the child trace it with their fingers or with a crayon. They may even begin trying to copy it.
- Have children sort their letters by asking, "Can you put the ones together that are alike in some way?" Let them do their own thinking and explain how the letters are alike.
- Put some letters into a paper bag. Have the child draw one out. If she can name it and its sound, she gets to keep it. If not, it goes back into the bag so she can try again. Begin with about 5 letters. Gradually increase the number of letters as the child's proficiency grows.
- Play "Go Fish", in which you must match the upper-case letter with the lower-case letter.
- If your five-year-old knows all the letters and their sounds and is showing an interest in learning to read, you might begin the Level 1 Reading Lessons, but only when the child initiates it. This will not likely be a part of every day.
- Find more ideas for games and activities for literacy [here](#).

Numeracy

- Count things as you move about your day. For example, you can count the stairs as you climb them, count the number of steps from the house to the swingset, count the carrots on your dinner plate, etc. Counting things is preferable to just counting orally, because it helps children learn that numbers stand for a quantity of something.
- Give children access to a wide variety of math manipulatives, making sure, of course, that they are not choking hazards. Buttons and beans will be good for a five-year-old, but not for a two-year-old, for example. The kit that comes from Right Start is good, especially if you plan to choose RightStart as your math program. The more children can play with the materials before starting formal lessons, the better. Let them build with them, sort colors and shapes, count, make patterns, or use them in pretend play as they choose. Five-year-olds who have had lots of opportunity to play with the manipulatives may be able to do Level A of Right Start. If you think your child is ready, you can give him the [placement test](#) on the website. It is important to adhere to the rule that this must still be child-led until the age of 6. If the child has a high level of interest and wants to do some “big school” activities, Level A is fine. Do not expect it to be part of every day, but offer it in case it is wanted.
- Let preschoolers participate in your afternoon math games if they choose.
- Name shapes and look for them around the home, outside, and out in town.
- Practice parts and wholes by counting a set of objects and then splitting it into two groups. How many are in each group? If you put them back together, how many are there?
- Gather different sets of numbers--magnetic, foam, wooden, etc.--for children to play with, match, and put in order.
- Measure things using non-standard units. For example, how many matchbox-cars-long is the coffee table? How many giant steps from one end of the room to the other? How many pennies will go around the outside of a book? How many does it take to cover the whole book?
- Play board games together.
- Read more about developing numeracy skills [here](#).

Geography

- Choose activities from the Alveary Scouting Guide (see Appendix 3 of this Tutorial)

Helpful Resources

- Organization: [Alliance for Childhood](#)
- Author: [Nancy Carlsson-Paige](#)
- Organization: [1000 Hours Outside](#)
- Organization: [The Children and Nature Network](#)
- Organization: [Gesell Institute](#)
- Organization: [US Play Coalition](#)
- Organization: [National Association for the Education of Young Children \(NAEYC\)](#)
- Author: [Kathy Hirsh-Pasek](#)
- Book: [The Whole Brain Child](#) by Daniel J. Siegel & Tina Payne Bryson

Appendix 8: High School

Accountability

As students grow in their ability to follow lesson plans and a schedule on their own, the question of expectations and accountability rises to the surface. Obviously, classroom settings struggle less with accountability as a teacher is present to go over work, discuss readings, and answer questions. But, for home settings (especially homes with younger children in need of the teacher's attention for most of the school day), finding ways to oversee and engage with your high school students can be a challenge. High school requires more of a management mindset for both students and teachers. The students gradually work toward managing their own education (self-education) and the teacher plans in collaboration with the student, encourages and watches the progress, and steps in where support is needed (masterly inactivity). Here are a few ideas that may be helpful and can be adapted for any setting:

- Read through all the lesson plans at least once prior to the start of the school year or term. Highlight on paper or online all the places where the students are directed to come to the teacher for listening to narrations, checking work, overseeing labs, asking and answering questions, or engaging in discussion. This will give you a good feel for what the students are being asked to do and what your necessary involvement at a minimum might be. You will have a sense of what sort of support particular students in your context will need to flourish. Students are all unique persons. Some will require more external structure and a measured pace of handing over responsibility; others will be ready to transition sooner to more independence. If your student appears to be dawdling or not getting work done, assume that more structure and accountability is needed and that your student may need some explicit instruction on time management, organizational skills, and/or how to change activities when they start to feel drained so they can come back refreshed.
- Have your students read through the lesson plans in print or online prior to the start of the school year and highlight all the places where they are instructed to interact in some way with their teacher. Answer any questions they may have.
- Have students check off work on the lesson plans in print or highlight spreadsheet cells online to keep track of what is done. This provides an easy way for the teacher to quickly note and check work that has been marked as completed. You can also assign certain colors to mean certain things, such as "I'm finished," "I need to narrate this to you," or "I'm stuck and need help with this."
- Set a specific time of the day or week to be available to the students for conversation over their work. Ask about supply issues, book difficulties, lesson plan difficulties, time concerns, and possible hindrances to their developing relationship with each area of study. Do not neglect this step as it is tempting for students and teachers to let things slide; backtracking is burdensome. Making this a habit now will set students up well for seeking help at appropriate times in college and job settings.
- Use the same time or set up a different time to go over work completed and to discuss their growing relationship with each area of study. What is going well and what are they enjoying? What would they like to tell you about or be sure that you know, too? Be sure to give them time to share with you and others the delights of learning and not just the struggles.
- Depending on your context, choose an area of study to do with your students. This allows you the opportunity to observe them more closely as they engage with a subject and the books or things that are used in that subject. It may be possible to rotate through several subjects in the course of the year. This will give you more information about how to troubleshoot any difficulties, identify ways to encourage and support your student, and will also provide the joy of working side by side to acquire the knowledge that is due us all as persons.
- Explore the idea that education is for service to others with your high school students. Help them look for ways to share their knowledge in order to be a blessing to others. Are there opportunities for them to teach or tutor others, bless others with a poem, story, skill, handicraft, etc., participate in a citizen science project, or lead people of any age on a nature walk, through a picture talk, or a composer study?
- Whether in the classroom or a home setting, the lesson plans encourage students to discuss topics of interest from their reading at the dinner table allowing the whole family to enter into the joy of knowledge.

As students grow in their abilities to narrate, it may be helpful to keep a few things in mind.

- Students entering high school with some experience with Mason methods will be proficient at general written narrations telling back the basic arc of what has been read and will be able to write utilizing a variety of narration prompts. These

specific narration ideas will continue through the grades, but students' abilities to narrate silently and come up with narration ideas themselves will also be encouraged. This allows for the students to tailor their writing to their own interests, creativity, and learning styles. A list of ideas to get them started is available in the lesson plans. Students will grow in their ability to generate narration ideas based on the type of reading they are doing. Some books lend themselves well to making maps. Others are better suited for generating a scene for a play. Still others might inspire poetry or dance. Silent narrations followed by more specific tasks may be best for other readings. Allow students to engage with readings in ways that encourage their joy and increase their understanding of the subject at hand.

- Expectations with regard to length of written narrations are based on several factors. The difficulty of the book read will influence the length as well as the student's level of engagement with the subject. Be sure the student is leaving enough time during each lesson to write sufficiently about what was read. Adjust amounts to be read if students consistently do not have time to write. Teachers are wise to observe the student's current abilities, gently encourage growth, discuss the amount with students and together determine the minimum amount required. Most students should be able to write a page or more given enough time in the lesson to do so, the complexity of the book, the nature of the prompt if applicable, and the genre of the book.