

# *Bigger Hearts For His Glory*

*A Learning Program for  
Ages 7-9*

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# Introduction

## Complete Plans

*Bigger Hearts for His Glory* features 34 units with complete daily plans. These plans are designed to provide an enjoyable, balanced approach to learning. Little preparation is required, and all of the skill areas are covered. Each day of plans is divided into the following 2 parts: “Learning the Basics” and “Learning Through History”.

## Learning the Basics

The “Learning the Basics” part of the program focuses on language arts, math, and science. It includes activities for spelling and dictation, a scheduled grammar and writing text, cursive writing and reading choices, narration, storytime genre studies, math, and scheduled science readings with lessons.

## Learning Through History

The “Learning Through History” part of the program uses a biographical approach to American history from the 1500’s-1970’s. Students are inspired by stories of American heroes and led to see God’s providence in the history of our nation. The following areas are linked with the history stories: Bible memory work from Proverbs, devotions, Bible study focused on Godly character qualities, art, narration, geography, timeline, vocabulary, notebooking, history activities, poetry study, gross motor skills, and classic hymns.

## Easy to Use

Each unit contains 5 days of instruction. Easy daily plans are divided into 10 boxes, which can be spaced throughout the day as time allows. Subjects are rotated daily, so you are able to cover many areas that might otherwise be neglected, without lengthening your school day.

## Quick Activities

*Bigger Hearts for His Glory* was written with the busy homeschool teacher in mind. It provides a way to do great activities without all of the usual planning and preparation. Quick and easy activities require little or no preparation and use materials you’re likely to have on hand.

## Fun Ideas

Engaging daily lessons take approximately 3½ hours to complete. More time will be needed if you linger on activities or draw out discussions. The activities are filled with ideas that get kids moving, exploring, and learning in a meaningful way.

## Balanced

Each day's lessons are carefully planned to provide a balance of oral, written, and hands-on work. In this way, oral narration is practiced daily, but in a variety of subject areas. Written work is required daily, but care is taken to balance it with other forms of assessment. Hands-on experiences are provided in each day's plans, but they do not require overwhelming amounts of time.

## Flexible

Lesson plans are written to allow you to customize the program to suit your child's needs. A choice of resources is provided. Resources noted in the plans with a 'star' are considered necessary. Resources noted in the plans with a 'checkmark' provide a text or music connection to the activity. An Extension Pack Schedule in the Appendix extends the areas of history and science to include more advanced reading material. This allows your older students to learn along with your younger students.

## Resources

All of the 'star' and 'checkmark' resources noted in *Bigger Hearts for His Glory* are available from Heart of Dakota Publishing. Order resources online at [www.heartofdakota.com](http://www.heartofdakota.com), by mail using the printable online order form, or by telephone at (605) 428-4068. Resources are also available from many homeschool retailers. Resource titles are listed below.

### History 'Star' Resources (Required)

- \* *A First Book in American History* by Edward Eggleston (Lost Classic Book Company, 1996) Note: This text is available in hardcover or it's printable online at <http://www.franciacycenter.net/html/firsthistory.html>
- \* *Stories of Great Americans for Little Americans* by Edward Eggleston, (Lost Classic Book Company, 1996) Note: This text is available in hardcover, or it is printable online at <http://www.gutenberg.org/etext/10070>
- \* *The Story of the Wright Brothers and Their Sister* by Lois Mills (Christian Liberty Press, 1995)
- \* *Journeys in Time: A New Atlas of American History* by Elspeth Leacock and Susan Buckley (Houghton Mifflin Company, 2001)

### Science 'Star' Resources (Required, unless you have your own science)

- \* *One Small Square: Seashore* by Donald M. Silver (McGraw-Hill, 1993)
- \* *Science in Colonial America* by Brendan January (Franklin Watts, 1972)
- \* *John Audubon: Young Naturalist* by Miriam E. Mason (Patria Press, 2006)
- \* *One Small Square: Woods* by Donald M. Silver (McGraw-Hill, 1995)
- \* *A Pioneer Sampler* by Barbara Greenwood (Houghton Mifflin Co., 1994)
- \* *Thomas A. Edison: Young Inventor* by Sue Guthridge (Aladdin, 1986)



**‘Star’ Resource Choices** (Considered to be necessary choices)

\*Choose one of the following cursive handwriting options to use with this program:

1. *Cheerful Cursive* by Letz and Laura Farmer (Mastery Pub., 2002)
2. *Getty & Dubay Italic: Book D* by Barbara Getty and Inga Dubay (Continuing Education Press, 1994)
3. Your own cursive handwriting program

\*If your child is an emerging reader, choose one of the following options:

1. Scheduled Book Set for Emerging Readers (see Appendix for list)
2. Your own program

\*If your child is an independent reader, choose one of the following options:

1. *Drawn into the Heart of Reading: Level 2/3* by Carrie Austin (Heart of Dakota Publishing, 2000)
2. Your own program

**‘Checkmark’ Resources** (Provide text and music connections)

\**Little Pillows* by Frances Ridley Havergal (SMF Press)

\**Preparing to Build: English 2 Pupil Text* by Rod and Staff Publishers (Rod and Staff Publishers, 1983)

\**Primary Mathematics 2A & 2B, U.S. Edition* by Singapore Ministry of Education (Times Media, 2003) or *Primary Mathematics 3A & 3B, U.S. Edition* by Singapore Ministry of Education (Times Media, 2003)

\**Hymns for a Kid’s Heart: Volume One* by Bobbie Wolgemuth and Joni Eareckson Tada (Crossway Books, 2003)

**Note:** Since resources sometimes go out of print or undergo changes, you may check the “Updates” portion of our website at [www.heartofdakota.com](http://www.heartofdakota.com) for any needed replacement texts and schedules pertaining to our products.

# “Learning Through History” Components

## Reading About History

The “Learning Through History” part of the program uses a biographical approach to cover American history chronologically from the 1500’s-1970’s. Students are inspired by stories of American heroes and led to see God’s hand in the history of our nation. History stories are read aloud to the students each day using the following resources: *Stories of Great Americans for Little Americans* and *A First Book in American History* by Edward Eggleston, *The Story of the Wright Brothers and Their Sister* by Lois Mills, and *Journeys in Time* by Elspeth Leacock and Susan Buckley. These stories provide the focus for this part of the plans.

All of these books, except for *Journeys in Time*, are reprints of books from an earlier time period, so the wording may not always be politically correct. However, they have the added benefit of being written with an engaging storytelling style from a perspective much closer to the original events. These benefits allow the reader to overlook the wording from a bygone era. The areas that follow are all linked to the daily stories.

## Poetry and Rhymes

A different classic poem is introduced in each unit. Each poem was chosen for its enduring quality and its ability to withstand the test of time. Many famous poets are represented. The poems also reinforce the history theme. Each unit includes the following poetry study activities:

- \*Day 1: introduction of the poem and any unfamiliar vocabulary
- \*Day 2: questions and discussion related to the meaning of the poem
- \*Day 3: instruction on various ways to choral read the poem
- \*Day 4: a poetry lesson focusing on poetic devices
- \*Day 5: reading of past poems for enjoyment

You are granted permission to make copies of the poems in the Appendix if needed for the lessons in this guide.

## Bible Memory Work

A new memory verse from Proverbs is introduced in each unit. Each memory verse has a practical meaning for young students, and also matches a Godly character quality that is brought out in the history readings. A variety of daily memory activities use gross motor skills to help students enjoy memorizing these important verses. Each week, the verse is copied onto an index card to be stored in a “Memory Verse File”. To file the cards, either place them in a small 3-ring binder or hole-punch them and place them on a metal ring.

# “Learning Through History” Components

(continued)

## Bible Study

Daily Bible study questions are meant to instill Biblical values by training children to read and reflect on God’s word. The questions work best with the King James or NIV version of the Bible. Each unit includes the following Bible study activities in coordination with the history stories:

- \*Day 1: introduction of a Godly character quality and interpretation of a corresponding memory verse from Proverbs
- \*Day 2: personal application of the Godly character quality
- \*Day 3: observation of Godly character through devotional reading
- \*Day 4: practical application of the Godly character quality
- \*Day 5: exploration of a Bible passage focusing on the Godly character quality

## Devotional Activity

One day in each unit lists a text connection from *Little Pillows* by Frances Ridley Havergal. Each devotion is linked to the history theme, and also emphasizes basic Biblical lessons in an understandable way. A related narrative, corresponding Scripture verse, and a quote from a poem or hymn are part of each devotion.

## Corresponding Music

Musical selections from *Hymns for A Kid’s Heart: Volume One* by Focus on the Family correspond loosely with the history and Godly character focus in each unit. The main emphasis is to guide children to learn the sacred hymns that are a part of our Christian heritage, so they may glorify God in word and song.

## Art Activity

One day in each unit includes an art activity that reinforces the historical theme. These activities help students practice some of the basic skills needed to express themselves and create freely.

## Geography Exploration

One day in each unit includes exploration of a geography concept that stems from the history story. Concepts range from learning about the continents and oceans, to learning and applying cardinal directions, tracing the routes of explorers, reading maps, exploring geographical terms, and following directions. The included activities help students gain basic geography skills while learning about the world around them. A world map or globe, and a map of the United States are needed for the geography activities.

# **“Learning Through History” Components**

(continued)

## **History Activity**

One day in each unit includes a history activity that reinforces the history story. These hands-on activities are short and engaging and help make the history stories come alive.

## **Timeline Entry**

To understand the flow of history, students keep a basic timeline of the major events studied throughout the year. A file folder or two sheets of white paper taped together are needed for the timeline. This method helps students get an overall feel for how events fit together. A more formal timeline book will be used when students get older.

## **Vocabulary**

One day in each unit includes a vocabulary activity that uses 1-3 words from the unit’s history stories. The purpose of the vocabulary activities is to train students in the use of contextual clues, alphabetization, and dictionary skills. A Webster’s dictionary is recommended for use with the lessons. Students need a vocabulary notebook or index cards and a card file for their words.

## **Notebooking**

One day in each unit includes a notebooking entry that reinforces the history story. At this age, notebook entries are limited to copying, tracing, and drawing from a model. Accuracy and attention to authentic detail are encouraged. Entries are meant to be factual and to provide a finished product that gives an overview of the history topics studied throughout the year. On the notebooking day, no history reading has been scheduled to allow extra time for students to complete the notebook entry. Students need a place to store their notebook entries. Either use a 3-ring binder with plastic page protectors or a bound sketchbook with unlined pages.

# “Learning The Basics” Components

## Language Arts

For the language arts portion of each unit, daily practice from your choice of cursive handwriting resources is scheduled. If your student is not ready to begin cursive writing, daily copywork from each unit’s poem is recommended. Daily lessons in formal grammar, mechanics, usage, and writing are scheduled using *Preparing to Build: English 2*. Three days in each unit are also devoted to spelling or dictation.

## Handwriting or Copywork

Cursive handwriting practice is scheduled daily using either *Cheerful Cursive* or *Getty & Dubay Italic: Book ‘D’*. Short, daily practice sessions are most effective when learning a new type of handwriting. If you prefer a different handwriting program, just to substitute it in place of those that are scheduled.

If your child is not ready for cursive handwriting, he/she should do copywork instead. Students are directed to copy a portion of the poem being studied in the unit each day. A different classic poem is introduced each unit.

By copying from a correctly written model, students gain practice in handwriting, spelling, grammar, capitalization, punctuation, and vocabulary. Copywork also prepares students to eventually write their own compositions.

Some students will be able to copy directly from the typed poems in the Appendix. Other students will need you to write a line or two from the poem on paper for them to copy directly below it.

Copywork sessions should be limited to 5-10 minutes. Work should be required to be done neatly and correctly. It is more important for students to produce careful, quality work, rather than a large quantity that is carelessly done. Copywork assignments can be done in a notebook or on loose-leaf paper to be collected in a binder.

## Grammar, Mechanics, Usage, and Writing

Daily lessons from *Preparing to Build: English 2* focus on grammar, mechanics, and usage for the purpose of improving writing. Systematic lessons focus on one rule or concept per lesson. In order to keep the lessons short, you may want to do most of the two-page lesson orally or on a white board, requiring only one set of practice exercises to be written by the student each day. The Teacher’s Manual is not necessary at this level, unless you desire an answer key. See the “Table of Contents” in *Preparing to Build: English 2* for a scope and sequence.

# “Learning The Basics” Components

(continued)

## Spelling

Three days in each unit include spelling activities to guide students to spell words necessary for writing and daily use. A word list is provided in the Appendix for each unit. Word lists contain words from the Dolch word list, Fry’s word list, and other grade level lists of high frequency words.

Each unit emphasizes one spelling word pattern. Eight words on each list are pattern words. The other two spelling words on each list are target words that do not follow the spelling pattern. Spelling strategies are taught using a multi-sensory approach that emphasizes picturing the word mentally. You will need 10 index cards for each unit and a place to store the cards.

A brief scope and sequence of the spelling patterns is listed by unit below (Number ‘1’ corresponds to Unit 1, number ‘2’ corresponds to Unit 2, etc.):

- 1 - short ‘a’
- 2 - short ‘e’
- 3 - short ‘i’
- 4 - short ‘o’
- 5 - short ‘u’
- 6 - short vowel words ending in double consonants ‘ff’, ‘zz’, ‘ll’, ‘ss’
- 7 - review
- 8 - long ‘o’, ‘y’, and ‘e’ at the end of a word
- 9 - long ‘a’ formed by silent final ‘e’
- 10 - long ‘i’ formed by silent final ‘e’
- 11 - long ‘o’ formed by silent final ‘e’
- 12 - long ‘u’ formed by silent final ‘e’
- 13 - review
- 14 - ‘or’ as in ‘horn’
- 15 - ‘er’ as in ‘her’
- 16 - ‘ir’ as in ‘girl’
- 17 - ‘ar’ as in ‘farm’
- 18 - review
- 19 - long ‘a’ spelled ‘ay’ as in ‘day’
- 20 - long ‘a’ spelled ‘ai’ as in ‘sail’
- 21 - long ‘e’ spelled ‘ee’ as in ‘keep’
- 22 - long ‘e’ spelled ‘ea’ as in ‘eat’
- 23 - final ‘y’ that says long ‘e’ as in ‘baby’
- 24 - review
- 25 - long ‘o’ spelled ‘ow’ as in ‘grow’
- 26 - ‘ow’ as in ‘cow’
- 27 - ‘oo’ as in ‘moon’

# “Learning The Basics” Components

(continued)

- 28 - ‘oo’ as in ‘book’
- 29 - ‘aw’ as in ‘saw’
- 30 - ‘oi’ or ‘oy’ as in ‘boil’ or ‘boy’
- 31 - review
- 32 - color words
- 33 - number words
- 34 - days of the week
- Extra: contractions

**Note:** See the Appendix for actual word lists for each of the spelling patterns listed above. If your child can already spell most of the words on the included spelling lists, choose to do dictation instead.

## Dictation

The dictation passages are for use with students who have mastered the basic spelling words in the provided lists. The dictation passages are found in the Appendix after the spelling lists. Permission is granted for you to make copies of the “Dictation Passages Key” to log your children’s progress in dictation. A wide-lined bound composition book is needed for dictation.

Special instructions for the dictation passages are included in the Appendix. The Charlotte Mason method of studied dictation is used. In this method, students study the passage prior to having it dictated. This is an important step in learning to visualize the correct spelling of words. All items in the passage must be written correctly, including punctuation marks, before going on to the next passage. Studied dictation focuses on the goal of using correct spelling within the context of writing.

## Storytime

Daily storytime sessions are based on literature that is read aloud from the following nine genres: Biography, Adventure, Historical Fiction, Fantasy, Mystery, Nonfiction, Humor, Realistic Fiction, and Folk Tale. Each type of literature is read aloud for 20 days, except for Folk Tale which is read aloud for 10 days.

The instructions and activities are written to be used with any literature. This flexibility allows you to use your own discretion in selecting literature to read aloud to your students. The structure also allows you to select the pace at which you complete your read-aloud selection.

A suggested list of read-aloud titles is provided in the Appendix. This list of titles is not necessary to complete the program. It is an optional list to

# “Learning The Basics” Components

(continued)

help you choose literature for each genre to read aloud. Each book on the list was very carefully chosen as an excellent read-aloud for this listening level. Heart of Dakota Publishing sells three different packages of the listed read-aloud selections on the website [www.heartofdakota.com](http://www.heartofdakota.com), or call (605) 428-4068 for more information.

Each unit includes the following reading activities in coordination with the read-aloud assignments:

- \*Day 1: introduce and study different types of literature
- \*Day 2: model narration to foster comprehension
- \*Day 3: identify and analyze a different story element for each genre
- \*Day 4: relate personally to one Godly character trait, compare Biblical and book characters, and make a bookmark as a reminder of the trait
- \*Day 5: practice narration by retelling the story

## Reading

A reading instruction reminder is listed in the plans daily. This is the area where your child practices his/her reading skills. If your child is an emerging reader, choose to follow the *Emerging Reader's Schedule* in the Appendix, or use your own program.

If your child is an independent reader, choose *Drawn into the Heart of Reading: Level 2/3*, or use your own reading program.

Since I believe reading instruction is a very personal decision for each family, *Bigger Hearts for His Glory* was designed to work with any reading program that you choose.

## Math Exploration

Daily math lessons are scheduled in the “Learning the Basics” part of the plans. These lessons use concrete objects and hands-on experiences to introduce mathematical concepts. Then, these concepts are practiced in the workbooks *Singapore Primary Mathematics 2A & 2B*.

A brief scope and sequence of the math concepts is listed by unit below (Number ‘1’ corresponds to Unit 1, number ‘2’ corresponds to Unit 2, etc.):

- 1 – 2-digit numbers: in words, standard form, expanded form
- 2 – 3-digit numbers: in words, standard form, expanded form
- 3 – addition and subtraction fact families, double-digit addition and subtraction, place value through ‘hundreds’ place
- 4 – add 3-digit numbers, subtract 2-digit numbers, place value



# “Learning The Basics” Components

(continued)

- 5 – double and triple-digit subtraction, triple-digit addition with regrouping
- 6 – triple-digit addition with regrouping, addition of 3 numbers
- 7 – subtraction with regrouping (including subtraction with ‘0’s’)
- 8 – mixed addition and subtraction problems, review, introduce metric measurement
- 9 – metric measurement: centimeter, meter, gram, kilogram; review; customary measurement: inch, foot, yard
- 10 – metric measurement: gram, kilogram; review
- 11 – introduce multiplication, introduce division
- 12 – multiplication and division fact families, review, multiply by ‘2’
- 13 – multiply by ‘2’: skip count, number sentences, word problems; review; skip count by ‘3’s
- 14 – multiply by ‘3’: skip count, number sentences
- 15 – multiply by ‘3’: word problems, corresponding division sentence
- 16 – multiply and divide by ‘2’ and ‘3’ in word problems
- 17 – review
- 18 – review, count on to find missing addend or subtrahend
- 19 – count on by ‘100’s’, ‘10’s’, and ‘1’s’ to find the sum, mental math, make a ‘100’ for faster adding
- 20 – group numbers by ‘100’ for easier adding, mental math, count back to subtract
- 21 – break numbers apart into ‘100’s’ to subtract, count up or back to subtract, review
- 22 – multiply by ‘4’: skip count, number sentences; mixed multiplication problems with ‘2’, ‘3’, or ‘4’
- 23 – divide by ‘4’, multiply by ‘5’: skip count, number sentences; count by ‘10’s’
- 24 – count by ‘10’s, review, money: coins, values, count, write money amounts
- 25 – money: write amounts with dollar sign and decimal point, cent sign, count money up to \$10.00, make change
- 26 – money: word problems, adding with regrouping, grouping money to make a dollar for easier adding
- 27 – money: word problems, subtracting with regrouping, break money amounts apart to make a dollar for easier subtracting
- 28 – review, introduce fractions: one-half, one-fourth
- 29 – fractions: shading, writing, matching, comparing, making a “whole”; introduce telling time
- 30 – time: write times, tell time to the ‘5’ minute mark, elapsed time; review
- 31 – capacity: compare, word problems, convert; introduce graphs

# “Learning The Basics” Components

(continued)

32 – graph: create, read, compare; shapes: compare flat and solid, create

33 – identify repeat of and continue a pattern, review, introduce area

34 – compare area of shapes, review

**Note:** If you have already covered the concepts listed, follow the alternate math schedule in the Appendix using *Primary Mathematics 3A & 3B: U.S. Edition*.

If you have a different math program that you are already comfortable using, feel free to substitute it for the “Math Exploration” part of the plans.

However, you may find that you enjoy using the activities suggested in the “Math Exploration” box anyway.

## Science Discovery

Science stories are read aloud to the students 4 days in each unit using the following resources: *One Small Square: Seashore* by Donald M. Silver, *Science in Colonial America* by Brendan January, *John Audubon: Young Naturalist* by Miriam E. Mason, *One Small Square: Woods* by Donald M. Silver, *A Pioneer Sampler* by Barbara Greenwood, and *Thomas A. Edison: Young Inventor* by Sue Guthridge. These stories provide the focus for this part of the plans. The areas of life science, physical science, and earth science are each addressed.

“Science Exploration” topics loosely correspond with the history topics being studied in the “Learning Through History” part of the plans. When students are reading about seafaring explorers in history, they will study the seashore in science. When students are reading about colonial times in history, they will study science topics that were a part of the colonial era.

While students read about John Audubon in history, they will study his life and knowledge of birds in the science area. While reading in history about Daniel Boone and the untamed frontier, students will study the woodland habitat in science.

As students read in history about pioneers settling the west, they will experiment with some of the practical science lessons that the pioneers learned. As students move into the modern era with their history readings, they will be drawn into Thomas Edison’s life and experiments in science. Studying science in this manner helps it flow with the study of history and allows for natural connections to be made between the two areas.

# **“Learning The Basics” Components**

(continued)

Each unit includes the following science activities in coordination with the read-aloud assignments:

- \*Day 1: practice narration by retelling the science story
- \*Day 2: create a science notebook entry
- \*Day 3: conduct an experiment related to the reading and log it in a science notebook
- \*Day 4: practice narration by retelling the science story
- \*Day 5: conduct an experiment related to the reading and orally discuss it

The students need a place to store their notebook and science experiment entries. You may use either a 3-ring binder with plastic page protectors or a bound sketchbook with unlined pages.