

LOGOS PRESS LESSON PLANS



RESOURCES USED FOR THE

LOGOS HOMESCHOOL BUNDLE — GRADE 3

DAILY LESSON PLANS

BIBLE

Cantus Christi

Cantica Sanctorum

MATH

Saxon Math 3 Homeschool Kit, 1st Edition

Saxon Homeschool Manipulative Kit

LATIN

Logos Latin 1 Complete Set

- Student Workbook
- Teacher's Edition
- Tests & Quizzes
- DVD set

ENGLISH GRAMMAR & COMPOSITION

Shurley English Homeschool Kit, Level 3

Imitation in Writing: Fairy Tales

The Grammar of Spelling 3

Classically Cursive: Attributes of God

Classically Cursive: Shorter Catechism

LITERATURE

(This is the order in which they are read in the Daily Lesson Plan)

Sarah, Plain and Tall

The Hundred Dresses

The Cabin Faced West

The Courage of Sarah Noble

Charlotte's Web

The Indian in the Cupboard

The Lion, Witch, & the Wardrobe

Babe: The Gallant Pig

Magician's Nephew

The Little House on the Prairie

Stuart Little

The Borrowers

Charlie and the Chocolate Factory

On the Banks of Plum Creek

Reading Guides for the above titles (downloads)

USA HISTORY & GEOGRAPHY

Road Trip USA: A Journey Across the United States
(CD-rom)

National Geographic KIDS United States Atlas

USA Wall Poster

If You Lived in Colonial Times

If You Lived at the Time of the American Revolution

If You Were There When They Signed the
Constitution

If You Traveled on the Underground Railroad

If You Lived at the Time of the Civil War

NOEO SCIENCE: PHYSICS 1

Instructor's Guide

Max Axiom, Super Scientist Series, by Emily Sohn
A Crash Course in Forces and Motion
The Illuminating World of Light
The Attractive World of Magnetism
Adventures in Sound

How Do You Lift a Lion?

First Flight: The Story of Tom Take and the Wright
Brothers

How Ben Franklin Stole the Lightning

Thomas Edison: A Brilliant Inventor

Did it Take Creativity to Find Relativity, Albert
Einstein?

The Story of Inventions

Alexander Graham Bell (National Geo. Reader 2)

I, Galileo

Wishing on a Star: Constellation Stories and Stargazing
Activities for Kids

Little Kids First Big Book of Space (National
Geographic Kids)

EXPERIMENTS

Physics Discovery Kit

Young Scientists Club Kit # 3 Magnets

Young Scientists Club Kit # 16 Flight

Young Scientists Club Kit # 21 Light

Young Scientists Club Kit # 22 Mirrors

Young Scientists Club Kit # 33 Forces

HELLO, AND WELCOME TO THE LOGOS PRESS FAMILY!

You might wonder how we all arrived at this point in history together. Well, it's a pretty good story...

It all began in 1981. The setting was a little town in northern Idaho. It was then and there that a handful of educational pioneers, armed only with faith and an essay written by Dorothy Sayers, opened the doors of Logos School in the hopes of providing a classical and Christian education for their children. Ten years after that first handful of students entered Logos School, one of the school's founding fathers, Douglas Wilson wrote a book called *Recovering the Lost Tools of Learning* and introduced Logos School to the world. This book ignited a spark that spread like wildfire: Classical and Christian education. Classical Christian schools sprang up around the nation, and homeschoolers also quickly began to apply the same principles in their endeavors.

In spite of the increasing number of schools and families interested in classical Christian education, curriculum was difficult to find. Thus, the Logos School teachers began to offer the fruit of their labors for the benefit of other educators. And thus was born Logos Press. That was twenty years ago, and the work continues today.

Today, Logos Press offers a full-orbed educational experience for homeschoolers as well as “brick and mortar” schools. Thanks to advances in the ever expanding field of technology, Logos Online School can now bring decades of experience - the best of homeschool, private school, and Christ-centered classical education - right into your home!

We are now well past our 30th birthday--decidedly middle-aged--and we're happy to be getting older. We've learned a few things along the way, too, and we have a lot of good stories to tell. We're thankful that you've chosen to join us on this journey. Let's get started!

THE EDUCATIONAL PHILOSOPHY

- We believe that the Bible clearly instructs parents, not the church or state, to "bring children up in the discipline and instruction of the Lord." The church's commission is essentially to spread the Gospel and train believers (Matt.28:18-20). The state has been directed to enforce God's laws and protect the innocent (Romans 13). The church trains parents and the state protects families. The family raises and educates children (Eph.6:1-4).
- We believe that God's character is revealed not only in His Word but also in every facet of the creation. Therefore, we believe that all knowledge is interrelated (integrated) and can instruct us about God himself.
- God wants us to love Him with our minds, as well as with our hearts, souls, and strength (Matt. 22:37). Therefore, we seek to individually challenge children at all levels and teach them how to learn, by using the centuries-old, proven classical method incorporating instruction in Latin.

THE GOAL

A CHRIST-CENTERED & CLASSICAL EDUCATION

A Christ-Centered Education

- Teach all subjects as parts of an integrated whole with the Scriptures at the center (2 Timothy 3:16-17)
- Provide a clear model of the biblical Christian life. (Matthew 22:37-40)
- Encourage every student to begin and develop a relationship with God the Father through Jesus Christ (Matthew 28:18-20, Matthew 19:13-15)

A Classical Education

- Emphasize grammar, logic, and rhetoric in all subjects (see definitions below)
- Encourage every student to develop a love for learning and live up to his academic potential
- Provide an orderly atmosphere conducive to the attainment of the above goals

WHAT DO WE MEAN BY “CLASSICAL”?

In the 1940's the British author Dorothy Sayers wrote an essay entitled “The Lost Tools of Learning.” In it she calls for a return to the application of the seven liberal arts of ancient education, the first three being the “Trivium”-- grammar, logic, and rhetoric. Miss Sayers also applies the three stages of children’s development to the Trivium. Specifically, she matches what she calls the “Poll-parrot” stage with grammar, “Pert” with logic, and “Poetic” with rhetoric. Douglas Wilson explained the classical method further in his book, *Recovering the Lost Tools of Learning*:

“The structure of our curriculum is traditional with a strong emphasis on ‘the basics.’ We understand the basics to be subjects such as mathematics, history, and language studies. Not only are these subjects covered, they are covered in a particular way. For example, in history class the students will not only read their text, they will also read from primary sources. Grammar, logic, and rhetoric will be emphasized in all subjects. By grammar, we mean the fundamental rules of each subject (again, we do not limit grammar to language studies), as well as the basic data that exhibit those rules. In English, a singular noun does not take a plural verb. In logic, A does not equal not A. In history, time is linear, not cyclic. Each subject has its own grammar, which we require the students to learn. This enables the student to learn the subject from the inside out.

The logic of each subject refers to the ordered relationship of that subject’s particulars (grammar). What is the relationship between the Reformation and the colonization of America? What is the relationship between the subject and the object of a sentence? As the students learn the underlying rules or principles of a subject (grammar) along with how the particulars of that subject relate to one another (logic), they are learning to think. They are not simply memorizing fragmented pieces of knowledge.

The last emphasis is rhetoric. We want our students to be able to express clearly everything they learn. An essay in history must be written as clearly as if it were an English paper. An oral presentation in science should be as coherent as possible. It is not enough that the history or science be correct. It must also be expressed well.”

— Douglas Wilson

DEFINITIONS

- *Grammar*: The fundamental rules of each subject
- *Logic*: The ordered relationship of particulars in each subject
- *Rhetoric*: How the grammar and logic of each subject may be clearly expressed

THE METHOD

THE SEVEN LAWS OF TEACHING

John Milton Gregory's *The Seven Laws of Teaching*, written in 1886, is just as relevant today as it was when it was first introduced. Based firmly upon Christian doctrine and faith, Gregory's work has long provided the framework for all instruction at Logos School and is the basis for our scope and sequence. The Logos Press Homeschool Bundles follow this same progression, paying careful attention to the Law of the Lesson and the frame of the student.

“It is the teacher's mission to stand at the impassable gateways of young souls, a wiser and stronger soul than they, serving as a herald of science, a guide through nature, to summon the faculties within to their work, to place before them the facts to be observed, and to guide to the paths to be trodden. It is his by sympathy, by example, and by every means of influence – by objects for the senses, by facts for the intelligence, by pictures for the imagination, by stories for the fancy and the heart, to excite the mind, stir the curiosity, stimulate the thoughts, and send them forth as warriors, armed and eager for the conflict.”
– John Milton Gregory

THE LAW OF THE TEACHER

A teacher must be one who knows the lesson or truth to be taught.

- Know thoroughly and with familiarity the lesson you wish to teach; teach from a full mind and a clear understanding.

THE LAW OF THE LEARNER

A learner is one who attends with interest to the lesson given.

- Gain and keep the attention and interest of the students upon the lesson. Refuse to teach without attention.

THE LAW OF THE LANGUAGE

The language used as a medium between teacher and learner must be common to both.

- Use words understood by both teacher and student in the same sense – language clear and vivid to both.

THE LAW OF THE LESSON

The lesson to be learned must be explicable in the terms of truth already known by the learner – the unknown must be explained by the known.

- Begin with what is already well known to the student upon the subject and with what he has himself experienced; and proceed to the new material by single, easy, and natural steps, letting the known explain the unknown.
- Failure to comply with this law leaves knowledge piled in little heaps, rather than a solid foundation on which to build from.

THE LAW OF THE TEACHING PROCESS

Teaching is arousing and using the pupil's mind to form in it a desired conception or thought.

- Stimulate the student's own mind to action. Keep his thoughts as much as possible ahead of your expression, making him in the attitude of a discoverer, and anticipator.

THE LAW OF THE LEARNING PROCESS

Learning is thinking into one's own understanding a new idea or truth.

- Require the student to reproduce in thought the lesson he is learning -- thinking it out in its various phases and applications until he can express it in his own language.

THE CONTENT

BIBLE

THE CHRISTIAN WORLDVIEW OF THE BIBLE

Bible is in some ways both the easiest and most difficult class to teach from a Christian worldview. It is easiest for the simple fact that the lessons throughout the year are centered on the Christian scriptures: what they say, what their historical background is, how to interpret and understand them, what is to be believed from them, and how they affect our worldview and our approach to evangelism. The students are given time to read the Bible in class, more or less time depending on the subject being taught; and they use it as a foundation for all that they study in class. In short, the Bible is the textbook for Bible class; all that is discussed, taught, and tested has a biblical, Christian focus.

Begin with the foundation that the Bible is the Word of God, inerrant and authoritative. “All Scripture is God-breathed, and is useful for teaching, rebuking, correcting and training in righteousness” (2 Timothy 3:16). As God’s Word, truths which are clearly taught in the Bible are not to be debated but rather believed and submitted to. Keep in mind that God gave the Bible, not primarily as a textbook, but to reveal the saving gospel of Jesus Christ to lost and sinful men and to bring them into a right relationship with God the Father.

With this foundation in mind, the Bible should be taught as a light to illuminate all the other fields of study. Every teacher should help the students to see how the Bible relates to math, history, philosophy, language, and science.

Teaching the Bible is a dangerous privilege. We who teach must approach this responsibility with prayer and caution, asking God to reveal His truth in the minds of the students.

TEACHING BIBLE IN THE GRAMMAR STAGE

When teaching Bible to elementary students, the focus of the instruction should be on the students reading, understanding, memorizing and obeying the Word of God. As soon as possible the students are encouraged and required to read the Scriptures themselves with guidance and correction from the teacher.

HISTORY

THE CHRISTIAN WORLDVIEW OF HISTORY

Christianity is a religion of remembering. From creation to present the children of God have been commanded to remember His justice, righteousness, holiness, and faithfulness to his people. History is the record of God's providential dealings with men. From a Christian standpoint, the importance of examining and understanding history is inestimable. As Christians, our faith rests on the historical truth of Christ's advent, life, death, and resurrection during the first century A.D., in the locale of Jerusalem, under the political control of the Roman Empire (I Cor. 15:14). The truth of the record of Creation in Genesis also forms the basis for the totality of Christian and biblical thought (Col. 1-2).

Further, a Christian worldview of history must begin with a biblical view of man, his nature and destiny. The biblical view allows us to interpret and evaluate his actions according to God's unchangeable commands and principles. Students should come to understand that the actions of man are always under the superintendence and sovereign control of God (Prov. 21:1). Thus, the study of history educates us about God's interactions with our predecessors and thereby provides lessons for us and our descendants (Ps. 78, Ps. 102:18, Romans 15:4, I Cor. 10:1-11). God raises up and brings down nations (Ps. 2). Nations and individuals that follow His righteous standards are blessed by Him, and those that rebel against Him are cursed (Prov. 14:34). For example, we believe that many of the colonial leaders and, later, the founding fathers of the United States of America sought to bring glory to God through this nation, grounding many of our primary governmental documents on God's Word. Therefore, God uniquely blessed this nation with freedoms and abundance. However, in recent generations, due to our rebellion against His decrees, we have lost many of our former blessings. Certain other principles related to our beliefs about the study of history are:

- History is linear, not cyclical; that is, it is proceeding along the path God directs from creation until Christ's triumphant return.
- Historical sources, both primary and secondary, are to be compared and examined in the light of God's Word and sound scholarly standard.
- Finally, through the examples in and of His Word, God demonstrates that the careful study of history is a necessary activity for all believers as they seek a better understanding of and obedience to His will.

AN APOLOGETIC FOR LOGOS SCHOOL'S APPROACH TO TEACHING HISTORY

In keeping with Dorothy Sayers' treatise, *The Lost Tools of Learning*, we believe that there is a historical and educational precedent for what we call the "Pre-Polly" stage in addressing children's learning characteristics. This stage manifests itself during the five to eight year-old period. It necessarily and appropriately precedes the "full" Poll-Parrot or Grammar stage, the first level of the ancient Trivium. Historically children were not considered ready for formal education until they reached the age of about eight years old. (Hence, Sayers' allusion to "starting" with students who could already "read, write, and cipher" in her hypothetical school. She was merely assuming that the children would have learned those skills prior to beginning the Poll-Parrot stage. It behooves us to examine how best to prepare the students for that stage.)

This Pre-Polly stage is a time when students need to develop mental categories and concepts that are requisite for the full Grammar instruction, beginning in about third grade. For example, before the students memorize addition facts (which they could probably do), they need to form the concept of numbers and their values in their minds. The written symbol - 2 - should be equated with two "somethings" in their thinking lest further math work lack a foundation in reality. The same foundational approach applies to reading; the students could memorize words (as in the Whole Language approach), but instead we ensure they equate the written symbol, - A - with an aural sound through training in phonics. In a sense, we are helping them develop mental "cubby holes" for subsequent related data. Future knowledge needs a place that fits with old knowledge, i.e. the cubby holes.

Students in the Pre-Polly stage are bundles of high energy, with all their senses and curiosity working overtime. They have little interest in or understanding of the concept of linear history through vast amounts of time or different cultures. To them, next week is about the same as next year, especially if they have to wait for an exciting event. They best relate to what they've known. They need to build a mental cubby hole for the concept of something as huge as history. What does "history" deal with? Well, it acquaints us with important people, places, events, and times.

So, in kindergarten through second grade (approximately the Pre-Polly stage for most students), we introduce them to the foundations of history through teaching them about specific and various famous people, places, events, and times, using beginning grammatical teaching techniques, e.g. singing, chanting, and especially activities that make use of their active little senses (touch, taste, hearing, etc.), as well as material that touches their lives. Wherever possible, we also try to integrate the history material with their beginning reading, writing, and math work. Remember, our emphasis is on equipping them with the means (tools), not the particular content, for future learning.

READING

THE CHRISTIAN WORLDVIEW OF READING

Parents who want their children to receive a classical education will be reluctant to direct them in a course of sappy books, whether or not the authors are Christians. And parents who want their children to go to heaven when they die will be reluctant to turn them over to a course of reading produced by erudite and eloquent God-haters. The problem is compounded by the fact that, unlike the government schools, private schools excel in teaching their students to read. And once the children learn to read, they roar through all the good books available, and a major problem then presents itself. What do we do now? Our kids are all dressed up with no place to go.

But before embarking on the quest for the “perfect book list,” it is important to master certain principles first. Otherwise, your students’ reading list is more likely to be based on whims and fads and the “latest rage” than upon sturdy biblical principle.

The first thing to realize is that biblical thinking and captivating writing are not antithetical concepts. The fact that the combination is so rare in our contemporary culture is simply a testimony to the retreatist mentality that has afflicted evangelical Christians since the general cultural apostasy of the last century. As believing Christians, our desire should be to do everything we do to the glory of God. This means we should not write, and we should not read, Christian books which are a bunch of nothing. A Christian literature program is not one in which the students read “Christian books.” A Christian literature program is one in which the students are taught to read great literature and to think while they read, as Christians. As they do, our children must be taught to appreciate a finely-crafted sentence-to the glory of God. As Christians, we are people of the Word, and consequently, we should be people of words. We should understand words and use them well.

The second principle we must understand is that biblical faith is not moralism. What many mean by Christian books is simply decent books-some kids’ story with Disneyfied standards. But this sort of thing is rarely Christian; it is simply G-rated paganism. When this principle is understood, many parents are tempted to rate books according to some very simple shibboleth-i.e. “Does it have swear words in it?” The problem, of course, is that some utterly humanistic books meet such standards, and some wonderful Christian books do not. Also related to this is the fact that our modern moralism is detached from biblical moorings, and is consequently determined by the latest rage in contemporary “ethics” - whether political correctness, self-esteem, feminism, or whatnot. This results in the reader being confronted with the spectacle of a King Arthur, say, working through his problems with low self-esteem.

LATIN

THE CHRISTIAN WORLDVIEW OF LATIN

We must begin with the recognition that foreign languages must first be understood as languages. After we have addressed this, we may then proceed to discuss the importance of the study of a language foreign to the student.

It is not an accident that Christianity is a religion that has, and perpetuates, a high view of words. The Lord Jesus Christ is Himself described as the Word (ho logos). We must, therefore, understand that our theology of words must be dependent upon our theology of the Word. So we should begin at the beginning. We see in the creation of Adam that language was not a tool developed by man. Rather, it was (and is) a gift from God. It was a design feature in man which enabled him to communicate with God (Gen. 1:28), about God (Gen. 3:2-3), and about the world God made (Gen. 2:20).

As a result of God's great language program at the Tower of Babel, the Bible teaches that there are many languages in the world, and none of them are "without significance" (1 Cor. 14:10). But the Bible does not teach that all languages have equal significance. Indeed, in this passage the apostle Paul is arguing that a misuse of language (divorced from understanding) was a source of confusion in the church. That which was given to man to enable him to communicate becomes, through misuse, a hindrance to communication.

This kind of confusion can result because one language speaker does not understand the other language at all (as was happening in Corinth), or it may happen because one speaker or listener has a comparatively poor grasp of the language in question. When this happens, it is correspondingly difficult to communicate about God or about His world. I recall a Korean friend one time enquiring why Jesus told His disciples not to take a staff with them on a journey -- why would they want to take a secretary, administrative assistant, etc.? Anyone who has little children growing up in a home can testify to the interesting confusions that result from an inadequate grasp of language.

But some, poorly educated in language arts, never grow out of imprecise, fuzzy-around-the-edges communication. As they are educated in the language arts according to a Christian worldview, they are enabled more accurately to speak with God, about God, and about God's world -- and all to the glory of God. What wonderful tools prepositions are!

All these arguments can be applied, and ought to be applied, to one's native language. But how does this understanding apply to the study of a language foreign to the student? First, modern foreign languages can be studied for obvious pragmatic reasons. Spanish can be studied and then later utilized in evangelism, preaching, etc. in a Spanish-speaking country.

MATHEMATICS

THE CHRISTIAN WORLDVIEW OF MATHEMATICS

Christian schools should have the goal of teaching all subjects as part of an integrated whole with the Scriptures at the center. Included in these subjects is mathematics. In no way should Christians believe the lie that, though history, literature, science, and other subjects can be successfully integrated with the Christian worldview, mathematics is somehow worldview neutral. On the contrary, mathematics is a very theological science, being an expression of the numeric aspect of God's character and of the logic that is in Him. In the preface to his *Almagest*, Ptolemy wrote that the mathematical sciences were the best evidence of divinity because of their consistency and incorruptibility. Mathematics seeks to discover, examine and apply those fundamental laws by which God gives order to his creation.

The foundation of all truth, including the truths of mathematics, is the God of Scripture. The various spheres of mathematics are expressions of His logical character and His creative, sustaining power.

First, God Himself has a numerical nature. He is one God in three Persons: Father, Son, and Holy Spirit. The unity of God is declared in Deuteronomy 6:4, "Hear, O Israel: The Lord our God, the Lord is one!" The plurality of God is declared in passages such as 2 Cor. 13:14, "The grace of the Lord Jesus Christ, and the love of God, and the communion of the Holy Spirit be with you all. Amen."

Because God has a plural nature, creation reflects that plurality. The ultimate reality is not one, but one and many. Creation is real, and really has distinguishable, countable particulars. As King David said, "O Lord, how manifold are Your works! In wisdom you have made them all" (Ps. 104:24).

God created all things such that the creation reflects some of His attributes. Thus, we have a trustworthy basis for mathematical concepts. Briefly, the countable attributes of God provide a foundation for arithmetic. God is present in space (cf. Ps. 139:7), thus there is true measure and a foundation for geometry. The infinity and immensity of God (Ps. 90:2; 1 Kings 8:27) also give us a foundation for the concept of infinity used in calculus.

As we study mathematics, we should, as Christians, expect to see God's handiwork everywhere. We should not be surprised to discover mathematical regularity in physics, astronomy, chemistry, and other sciences. Indeed, we should expect the mathematical formulas we derive to have application to the real world, because God has given mathematics as a tool for extending godly dominion over creation.

SCIENCE

THE CHRISTIAN WORLDVIEW OF SCIENCE

What does it mean to think of science “Christianly”? Science is the systematic study of creation, based on observations. Three fundamental questions that need to be addressed are:

1. Where did the creation come from?
2. What is it saying?
3. Is knowledge of the creation necessary?

In the Bible we are told explicitly that in six days the Lord made heaven, earth, the sea and all that is in them. Clearly the creation or nature is God’s handiwork, and the more we study about creation the more we will know about Him. In a similar way, students of Vincent Van Gogh do not merely study biographies and critiques written about this famous artist. Instead one must study the handiwork of the artist in order to appreciate who he was. A close investigation of his actual paintings is an essential element of the discipline.

Now that we know where the creation came from, let’s turn to the second question. Is nature saying anything in particular? Romans 1:20 states, “For since the creation of the world His invisible attributes, His eternal power and divine nature, have been clearly seen, being understood through what has been made, so that they are without excuse.” What is it that is clearly seen, being understood through what has been made? God’s invisible attributes, eternal power and divine nature are seen. This passage says that these things are not only seen but clearly seen through what has been made, through creation. This means the creation is in effect a sermon on the invisible attributes of God, His eternal power and His divine nature. The creation is testifying to these things, and the result of this sermon is that man is without excuse. Need a Christian have any stronger motivation to study creation? When we investigate nature, we are, in a very real sense, examining a sermon on the invisible attributes, the eternal power and the divine nature of our creator - exposition with a microscope.

Another reason that Christians should study science is so that they can fulfill God’s mandate for dominion. The first command that God gave to man after his creation was to “Be fruitful, and multiply, and fill the earth, and subdue it; and rule over the fish of the sea and over the birds of the sky, and over every living thing that moves on the earth.” One tool that aides us in our efforts to obey this command is science and the fruit of science, technology. An obedient study and application of science helps the Christian to fill, subdue, and rule over the earth in an effective manner.

Since the creation is in fact a creation, a masterpiece made by the Lord our God, it is not surprising that Christians throughout history have led the field in science. As we teach our children more about the creation, it is important that we keep in mind that all of this was made

WORDS TO LIVE BY

Lo·gos /'lō ,gōs,- ,gäs/ *noun*: 1. the Word of God, or principle of divine reason and creative order, identified in the Gospel of John with the second person of the Trinity incarnate in Jesus Christ.

Every Friday during the school year, the children at Logos School perform various plays, recitations, and songs for everyone to enjoy (and so they can learn, too, but they don't realize that). The Logos School principal, Matt Whitling, uses this as an opportunity to drill students in a long list of sayings that he uses to help create a Christian culture in the school. Of course, this all can easily be translated into a home environment, where these "Words to Live By" have endless application. And so we offer them here to you, too, as one more tool for your grammar students.

HOW TO USE THESE PROVERBS

- Select one proverb to practice with your kids each week. Choose one that goes along with what your family is reading or studying at that time, or perhaps simply because it's a behavior you hope to encourage.
- Perform the proverb as a "sound-off." The leader starts the sound-off by stating the words printed in bold letters. The child/children enthusiastically finish the proverb. Have in mind a military sergeant drilling his troops--let's hear it! (do not speak the part in parenthesis)
- Each time you introduce a new proverb, be sure and practice all previous ones, too.
- Perform the sound-off frequently, at least once every school day, and preferably as it applies.

GRADE 3
DAILY LESSON PLANS

GRADE 3			
WEEK 1		MONDAY	TUESDAY
LITERATURE		<i>Sarah, Plain and Tall:</i> <input type="checkbox"/> Begin reading and working on reading guide. (1st of 2 wks)	Continue reading book and working on the reading guide.
PENMANSHIP <i>Classically Cursive: Books IV & III</i> (yes, we do them in reverse order)		Book IV - pg. 3 <input type="checkbox"/>	Book IV - pg. 4 <input type="checkbox"/>
ENGLISH GRAMMAR & COMPOSITION <i>Shurley Method of English Grammar, Level 3 & Imitation in Writing: Fairy Tales</i>		Chapter 1, Lesson 1 <input type="checkbox"/>	Chapter 1, Lesson 2 <input type="checkbox"/>
SPELLING <i>Grammar of Spelling, Grade 3</i>		Read, discuss & chant the spelling rule (when applicable).	
		Do the HEAR, REPEAT, & COPY exercise. <input type="checkbox"/>	Alphabetize the spelling words. Do Spelling Equations. <input type="checkbox"/>
MATHEMATICS <i>Saxon Math 3</i>		Lesson 1 <input type="checkbox"/>	Lesson 2 <input type="checkbox"/>
AMERICAN HISTORY & GEOGRAPHY <i>Road Trip USA: A Journey Across the United States</i>		Lesson 1: USA Overview <input type="checkbox"/>	Lesson 2: District of Columbia <input type="checkbox"/>
SCIENCE <i>NOEO Science: Physics 1, Zip, Zap, Zing and Zoom!</i>		Forces That Move Us: Week 1, Day 1 <input type="checkbox"/>	Forces That Move Us: Week 1, Day 2 <input type="checkbox"/>
FOREIGN LANGUAGE <i>Logos Latin 1</i>		Lesson 1: Introduce Wordlist; Section B <input type="checkbox"/>	Daily Review; Section C <input type="checkbox"/>
PSALMS, HYMNS & SPIRITUAL SONGS All page numbers reference the <i>Cantus Christi</i> unless otherwise stated.		All People That on Earth Do Dwell (Psalm 100), p 139 <input type="checkbox"/>	The Lord's Prayer, p. 411 <input type="checkbox"/>
BIBLE Logos Press Bible Reading & Memorization Plan	BIBLE READING	Philippians 1, Acts 1	
	SCRIPTURE MEMORY	Philippians 2:3-4	
	BIBLE BOOK CATECHISM (basic events and instructions) *	Philippians Catechism, Q&A 1	
	OTHER MEMORY WORK	Memorize and recite 1 Cointhians 15:3-5 as a summary of the Gospel	
	Discuss the ATTRIBUTES OF GOD (this corresponds to penmanship)	The Existence of God	

* The Philippians and John Catechisms are located in the back of this book.

WEDNESDAY	THURSDAY	FRIDAY
Continue reading book and working on the reading guide. <input type="checkbox"/>		
Book IV - pg. 5 <input type="checkbox"/>	Book IV - pg. 6 <input type="checkbox"/>	Book IV - pg. 7 <input type="checkbox"/>
Chapter 1, Lesson 3 <input type="checkbox"/>	Chapter 1, Lesson 4 <input type="checkbox"/>	Chapter 1, Lesson 5 <input type="checkbox"/>
Continue to read, discuss & chant the spelling rule. <input type="checkbox"/>		
Do the FLIP-N-WRITE exercise. <input type="checkbox"/>	Take the Spelling Test. If the student gets 100% they're done for the week. If they miss ANY, the student then does the CAPITAL PRINT exercise. <input type="checkbox"/>	If necessary, take the Spelling Test again. <input type="checkbox"/>
Lesson 3 <input type="checkbox"/>	Lesson 4 <input type="checkbox"/>	
Lesson 3: The United States Flag <input type="checkbox"/>	Lesson 4: The Statue of Liberty <input type="checkbox"/>	Lesson 5: The Pledge of Allegiance <input type="checkbox"/>
Forces That Move Us: Week 1, Day 3 <input type="checkbox"/>	Forces That Move Us: Week 1, Day 4 <input type="checkbox"/>	
Daily review; Section D; Timed Chant <input type="checkbox"/>	Daily review; Game or activity <input type="checkbox"/>	Quiz; Intro new list (section A) <input type="checkbox"/>
All People That on Earth Do Dwell (Psalm 100), p 139 <input type="checkbox"/>	The Lord's Prayer, p. 411 <input type="checkbox"/>	Doxology, p. 437 <input type="checkbox"/>
Continue: BIBLE READING <input type="checkbox"/>		
Continue: SCRIPTURE MEMORY <input type="checkbox"/>		
Continue: BIBLE BOOK CATECHISM <input type="checkbox"/>		
Continue: OTHER MEMORY WORK <input type="checkbox"/>		
Continue: Discussion of the ATTRIBUTES OF GOD <input type="checkbox"/>		

NOTES

GRADE 3			
WEEK 2		MONDAY	TUESDAY
LITERATURE		<i>Sarah, Plain and Tall</i> (2nd of 2 wks) <input type="checkbox"/>	Continue reading book and working on the reading guide.
PENMANSHIP <i>Classically Cursive: Books IV & III</i> (yes, we do them in reverse order)		Book IV - pg. 8 <input type="checkbox"/>	Book IV - pg. 9 <input type="checkbox"/>
ENGLISH GRAMMAR & COMPOSITION <i>Shurley Method of English Grammar, Level 3 & Imitation in Writing: Fairy Tales</i>		Chapter 2, Lesson 1 <input type="checkbox"/>	Chapter 2, Lesson 2 <input type="checkbox"/>
SPELLING <i>Grammar of Spelling, Grade 3</i>		Read, discuss & chant the spelling rule (when applicable).	
		Do the HEAR, REPEAT, & COPY exercise. <input type="checkbox"/>	Alphabetize the spelling words. Do Spelling Equations. <input type="checkbox"/>
MATHEMATICS <i>Saxon Math 3</i>		Lesson 5 <input type="checkbox"/>	Lesson 6 <input type="checkbox"/>
AMERICAN HISTORY & GEOGRAPHY <i>Road Trip USA: A Journey Across the United States</i>		Lesson 6: Connecticut <input type="checkbox"/>	Lesson 7: Connecticut <input type="checkbox"/>
SCIENCE <i>NOEO Science: Physics 1, Zip, Zap, Zing and Zoom!</i>		More on Forces: Week 2, Day 1 <input type="checkbox"/>	More on Forces: Week 2, Day 2 <input type="checkbox"/>
FOREIGN LANGUAGE <i>Logos Latin 1</i>		Lesson 2: Daily Review; Section B <input type="checkbox"/>	Daily Review; Section C <input type="checkbox"/>
PSALMS, HYMNS & SPIRITUAL SONGS All page numbers reference the <i>Cantus Christi</i> unless otherwise stated.		All People That on Earth Do Dwell (Psalm 100), p 139 <input type="checkbox"/>	The Lord's Prayer, p. 411 <input type="checkbox"/>
BIBLE Logos Press Bible Reading & Memorization Plan	BIBLE READING	Philippians 2, Acts 2	
	SCRIPTURE MEMORY	Philippians 2:5-8	
	BIBLE BOOK CATECHISM (basic events and instructions) *	Philippians Catechism, Q&A 2	
	OTHER MEMORY WORK	Correctly spell and order these books of the Bible from memory: Matthew through Acts	
	Discuss the ATTRIBUTES OF GOD (this corresponds to penmanship)		

WEDNESDAY	THURSDAY	FRIDAY
Continue reading book and working on the reading guide. <input type="checkbox"/>		
Book IV - pg. 10 & 11 <input type="checkbox"/>	Book IV - pg. 12 & 13 <input type="checkbox"/>	Book IV - Pg. 14 <input type="checkbox"/>
Chapter 2, Lesson 3 <input type="checkbox"/>	Chapter 2, Lesson 4 <input type="checkbox"/>	Chapter 2, Lesson 5 <input type="checkbox"/>
Continue to read, discuss & chant the spelling rule. <input type="checkbox"/>		
Do the FLIP-N-WRITE exercise. <input type="checkbox"/>	Take the Spelling Test. If the student gets 100% they're done for the week. If they miss ANY, the student then does the CAPITAL PRINT exercise. <input type="checkbox"/>	If necessary, take the Spelling Test again. <input type="checkbox"/>
Lesson 7 <input type="checkbox"/>	Lesson 8 <input type="checkbox"/>	
Lesson 8: Delaware <input type="checkbox"/>	Lesson 9: Delaware <input type="checkbox"/>	Lesson 10: Review <input type="checkbox"/>
More on Forces: Week 2, Day 3 <input type="checkbox"/>	More on Forces: Week 2, Day 4 <input type="checkbox"/>	
Daily review; Section D; Timed Chant <input type="checkbox"/>	Daily review; Game or activity <input type="checkbox"/>	Quiz; Intro new list (section A) <input type="checkbox"/>
All People That on Earth Do Dwell (Psalm 100), p 139 <input type="checkbox"/>	The Lord's Prayer, p. 411 <input type="checkbox"/>	Doxology, p. 437 <input type="checkbox"/>
Continue: BIBLE READING <input type="checkbox"/>		
Continue: SCRIPTURE MEMORY <input type="checkbox"/>		
Continue: BIBLE BOOK CATECHISM <input type="checkbox"/>		
Continue: OTHER MEMORY WORK <input type="checkbox"/>		

NOTES

GRADE 3		
WEEK 3		
		MONDAY
		TUESDAY
LITERATURE	<i>The Hundred Dresses</i>	<input type="checkbox"/>
	Begin reading and working on reading guide (1st of 2 wks).	Continue reading book and working on the reading guide.
PENMANSHIP	<i>Classically Cursive: Books IV & III</i>	<input type="checkbox"/>
	(yes, we do them in reverse order)	Book IV - Omnipresence: pg. 15
ENGLISH GRAMMAR & COMPOSITION	<i>Shurley Method of English Grammar, Level 3 & Imitation in Writing: Fairy Tales</i>	<input type="checkbox"/>
		Chapter 3, Lesson 1
SPELLING	<i>Grammar of Spelling, Grade 3</i>	<input type="checkbox"/>
		Read, discuss & chant the spelling rule.
MATHEMATICS	<i>Saxon Math 3</i>	<input type="checkbox"/>
		Lesson 9
AMERICAN HISTORY & GEOGRAPHY	<i>Road Trip USA: A Journey Across the United States</i>	<input type="checkbox"/>
		Lesson 11: Maine
SCIENCE	<i>NOEO Science: Physics 1, Zip, Zap, Zing and Zoom!</i>	<input type="checkbox"/>
		Newton's Laws of Motion 1 & 2: Week 3, Day 1
FOREIGN LANGUAGE	<i>Logos Latin 1</i>	<input type="checkbox"/>
		Lesson 3: Daily Review; Section B
PSALMS, HYMNS & SPIRITUAL SONGS	<i>All page numbers reference the Cantus Christi unless otherwise stated.</i>	<input type="checkbox"/>
		All People That on Earth Do Dwell (Psalm 100), p 139
BIBLE	BIBLE READING	Philippians 3, Acts 3, 4, 5
	SCRIPTURE MEMORY	Philippians 2:9-11
	BIBLE BOOK CATECHISM (basic events and instructions) *	Philippians Catechism, Q&A 3
	OTHER MEMORY WORK	Memorize and recite the First Commandment
	Discuss the ATTRIBUTES OF GOD (this corresponds to penmanship)	

WEDNESDAY	THURSDAY	FRIDAY
Continue reading book and working on the reading guide. <input type="checkbox"/>		Finish the book and the reading guide. <input type="checkbox"/>
Book IV - pg. 17 <input type="checkbox"/>	Book IV - pg. 18 <input type="checkbox"/>	Book IV - pg. 19 <input type="checkbox"/>
Chapter 3, Lesson 3 <input type="checkbox"/>	Chapter 3, Lesson 4 <input type="checkbox"/>	Chapter 3, Lesson 5 <input type="checkbox"/>
Continue to read, discuss & chant the spelling rule. <input type="checkbox"/>		
Do the FLIP-N-WRITE exercise. <input type="checkbox"/>	Take the Spelling Test. If the student gets 100% they're done for the week. If they miss ANY, the student then does the CAPITAL PRINT exercise. <input type="checkbox"/>	If necessary, take the Spelling Test again. <input type="checkbox"/>
Lesson 11 <input type="checkbox"/>	Lesson 12 <input type="checkbox"/>	
Lesson 13: Maryland <input type="checkbox"/>	Lesson 14: Maryland <input type="checkbox"/>	Lesson 15: Review <input type="checkbox"/>
Newton's Laws of Motion 1 & 2: Week 3, Day 3 <input type="checkbox"/>	Newton's Laws of Motion 1 & 2: Week 3, Day 4 <input type="checkbox"/>	
Daily review; Section D; Timed Chant <input type="checkbox"/>	Daily review; Game or activity <input type="checkbox"/>	Quiz; Intro new list (section A) <input type="checkbox"/>
All People That on Earth Do Dwell (Psalm 100), p 139 <input type="checkbox"/>	The Lord's Prayer, p. 411 <input type="checkbox"/>	Doxology, p. 437 <input type="checkbox"/>
Continue: BIBLE READING <input type="checkbox"/>		
Continue: SCRIPTURE MEMORY <input type="checkbox"/>		
Continue: BIBLE BOOK CATECHISM <input type="checkbox"/>		
Continue: OTHER MEMORY WORK <input type="checkbox"/>		

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