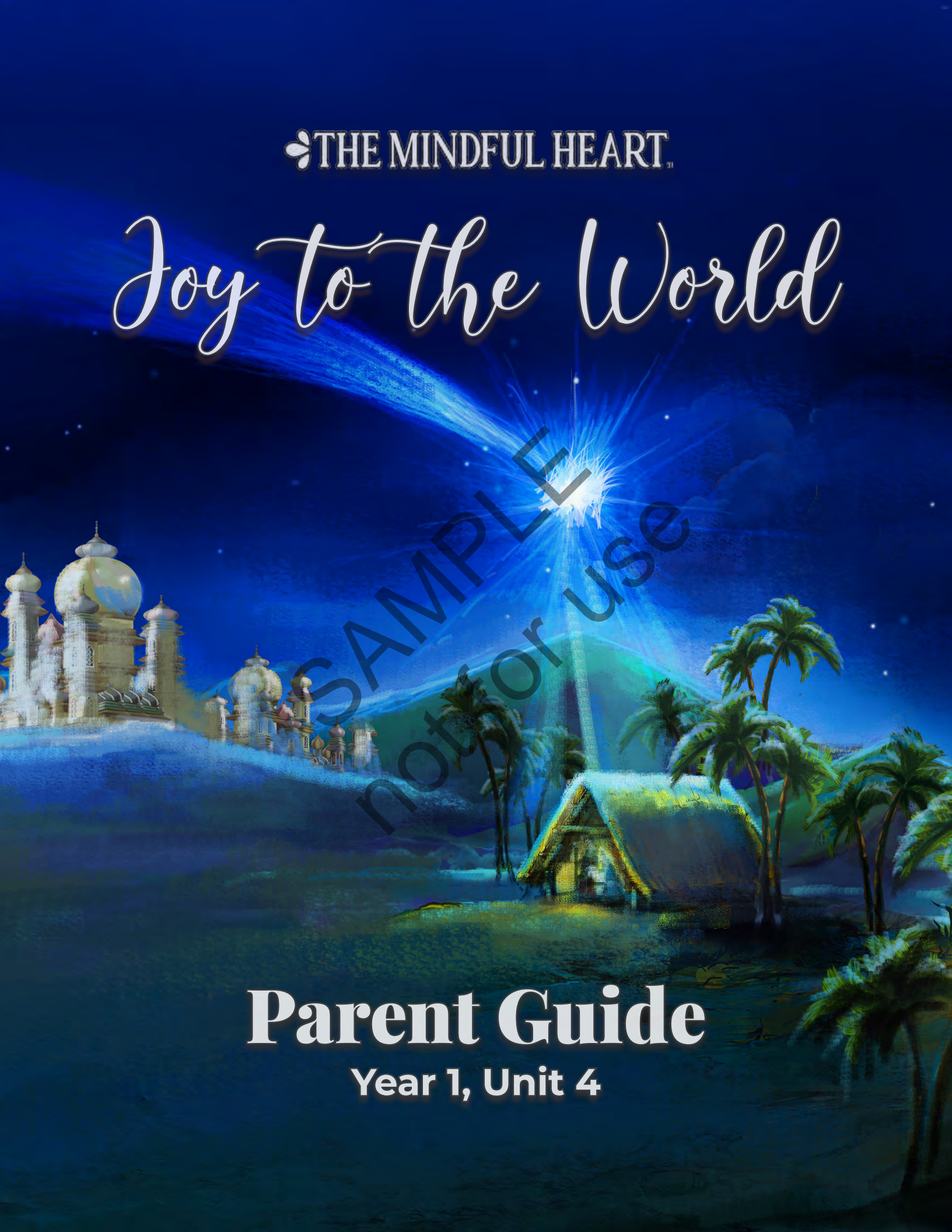


THE MINDFUL HEART.

Joy to the World

Parent Guide

Year 1, Unit 4



Unit 4

Joy to the World

Parent Guide

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Following the Mindful Heart Method

The Mindful Heart follows the heart-approach philosophy of education. This philosophy includes an environment that nurtures children's innate love for their parents and learning. As parent-educators, we can create such an environment, and the curriculum created by the Mindful Heart is structured to support and guide families who desire to follow a heart approach to education.

Our method follows a three-year rotation cycle. The focus of Year 1 is on the United States of America. The focus of Year 2 is on the areas that are considered the Western World (Europe, North America, South America, and Australasia). The focus of Year 3 is on the areas that are considered the Eastern World (Africa and Asia).

Following the Mindful Heart method, a child will complete the three-year rotation cycle five different times over the course of his or her home education (from three to seventeen years old). We have organized those five different times through the rotation cycle into the five following levels:

- **Alpha** 3–5 years old (explore level)
- **Zeta** 6–8 years old (discover level)
- **Theta** 9–11 years old (understand level)
- **Sigma** 12–14 years old (examine level)
- **Omega** 15–17 years old (create level)

Note: Each age range listed with the above levels is a general suggestion to guide families in choosing which resources to use for each child in the family. We recommend however, taking the child's current development, interests, strengths, and weaknesses into consideration when determining which level to choose for each subject.

For more information on each level, visit our website at <https://themindfulheart.com/pages/following-the-mindful-heart-method>.

Using This Parent Guide

The Mindful Heart Parent Guide is organized into nine units. Each unit provides sixteen days of learning (four days of material for four weeks). When scheduled with holiday breaks in mind, the nine units cover about a nine-month time period.

The Parent Guide is divided by units, with each unit including sixteen days of Heart & Soul Time and Heart & Mind Time activities. Please see the chart on the next page for an explanation of the two time periods.

Introduction

#1: Heart & Soul Time™

(about 1 1/2 hours)

The Heart & Soul Time is designed for families to spend time learning together. This Parent Guide provides direction on how to structure this part of the day.

#2: Heart & Mind Time™

(approximately 1.5 hours)

During this time, the parent completes language arts, math, history, and/or science learning activities with the children in the Alpha, Zeta, and Theta levels.

This Parent Guide provides direction on how to structure this part of the day.

#2: Heart & Mind Time™

(time varies depending on the number of subjects the child chooses to study)

During this time, the children in the Sigma and Omega levels work independently on their investigations, projects, and other studies.

See themindfulheart.com for more information on the Sigma and Omega Investigations and Projects and for our recommendations on other areas of study.

Adapt to Your Family's Needs

The material provided here is designed to guide and help you. As you use this Parent Guide, we suggest that you make any adaptations needed to meet the needs of your family (considering schedules, your children's ages, individual learning styles, personalities, etc.). If a particular activity or structure of the day is not meeting the needs of your family, please adapt the Parent Guide as needed. This curriculum is here to serve you, not the other way around!

Heart & Soul Time™

The following is a list of activities in the Heart & Soul Time portion of the Parent Guide and an explanation of how to use them.

Hymn, Prayer, Pledge, Calendar:

- **Hymn**—Sing the unit hymn provided in the learning guides. Use the unit hymn each day for at least the first six days of the unit. The repeated singing of the hymn will not only help the children learn the hymn but will also help early readers learn new words as the words are seen over and over each day. Starting with the seventh day, you may wish to sing the unit hymn again, or you may sing another song or hymn of your choosing. An audio link of the unit hymn is listed on themindfulheart.com/pages/year-1-unit-4-audio-and-video. You may sing along with the song there, or you may wish to teach your children how to play the song on the ukulele. (Ukulele chords are listed with the music in the learning guides.)
- **Prayer**—Say an opening prayer or invite a child to say the opening prayer.
- **Pledge**—As a family, recite the Pledge of Allegiance.
- **Calendar**—Invite a child to mark off the date on the calendar and write the date on a dry-erase board for the family to see. (This daily repetition naturally teaches young learners how to use a calendar and how to write the date.)
- **Memorization:** Each unit includes scripture and poetry for the family to read. The family may also choose to memorize one of the scriptures or poems. One suggestion for memorization would be to read aloud the scripture and/or poem twice each day. Memorization often comes simply through daily repetition. Another suggestion would be to read the scripture or poem once daily and then break it up to focus on memorizing smaller portions each day. Help new readers follow along as the scripture or poem is read. This will naturally help build their reading skills.
- **Mapping:** Have the children turn to the mapping page of their learning guides. Invite the children to color in the applicable areas of their maps.
- **Listening and Journaling:** As a family, listen to the applicable audio link (found at themindfulheart.com/pages/year-1-unit-4-audio-and-video). Consider inviting the children to draw a picture or write some notes about what they learn in the Heart & Soul journaling section of their learning guides. Model journaling skills by writing your own notes in the journaling section provided in this Parent Guide. Provide an opportunity for everyone to share what he or she drew or wrote.
- **My Journal:** Once every four days, family members are invited to write in their journal pages. If presented in the right way, writing activities such as this provide children with opportunities to develop confidence, enjoyment, and proficiency in writing. Never force children to write; instead, invite and gently encourage them to write, and teach by example and show excitement for writing.

Introduction

The following three recommendations will help encourage children to write:

First, let the children choose what they write about. They may wish to write a journal entry about their day and week or create an imaginative story. Some children may prefer to write lists of their favorite foods, their favorite books, or places they have traveled to. Other children may want to just draw a picture. All of these are acceptable. The most important part of this journal activity is to provide the opportunity to write, and with time, they will begin to write. For children who do not know how to read and write yet, inviting them to narrate while you write can also be a positive experience.

Second, let the children share what they wrote about. The sharing portion of this activity is invaluable. Week by week, as children anticipate the opportunity to share what they wrote with the family, reluctant writers will often begin to increase their writing and blossom. Make sure that the children understand that their responses to each other's writing should always be positive and encouraging. Also, as they see you write in the journal portion provided in this Parent Guide and as you share your writing, they will be inspired to share more in their writing.

Third, let the children focus on writing during this journaling time instead of on the mechanics of writing. The art of writing, or the ability to articulate one's thoughts on paper, takes time to develop. When children feel the weight of having to have perfect handwriting, spelling, grammar, and punctuation, they are left with no room to naturally develop their writing abilities. Handwriting, spelling, grammar, and punctuation should be developed independently of freewriting time. As those skills are developed separately, they will naturally begin to show up in children's writing. We suggest providing ten to fifteen minutes of time for journal writing.

- **Artwork/Photo Images:** Share with the family the painting(s)/photo(s) (included in the unit picture pack) indicated each day in the Parent Guide. Invite someone to read the description listed on the back of the picture. Provide each child with the opportunity to share what his or her favorite part of the image is. For younger children, consider discussing what life might be like if they were there in the painting. For older children, consider discussing how the artist used light, lines, shapes, and color in the painting to draw one's eyes to a certain area to evoke a certain emotion or to make the painting realistic or abstract.

Once introduced, the artwork can be hung on the walls for the remainder of the unit.

- **Music:** Share any information that may be listed with the music portion of the daily guide. Then, as a family, listen to the applicable audio file or video (found on our website at themindfulheart.com/pages/year-1-unit-4-audio-and-video). Provide time for each child to share his or her thoughts on the music, any emotions it evoked, or things it reminded him or her of.
- **Folk Songs:** Each unit has two folk songs (three in the case of very short songs) for the family to learn. Some songs are related to the unit themes, while others are just fun songs to learn. Audio recordings of each song are provided on our website,

themindfulheart.com/pages/year-1-unit-4-audio-and-video. You may choose to sing along with the recordings, sing along with the melody played on a piano, or learn the chords of the song on the ukulele together. The sheet music for each song is provided in both the Parent Guide and the Theta, Sigma, and Omega Learning Guides. The Alpha and Zeta Learning Guides include only the lyrics of the songs. The lyrics provide new readers the opportunity to follow along and learn new words without the distraction of the music. On the days that indicate folk songs, sing the applicable songs, repeating any that need additional practice.

- **Read-Aloud:** Each unit has five read-aloud books to choose from. Three of the books are related to the unit's theme, while two of the books are just generally fun read-alouds. We provide a variety to choose from so that you can pick a book that best fits the ages, specific interests, and mood of your children and so that you have books to choose from that you have not already read. Reading one of the books that matches the unit theme will enhance the learning experience. However, if you have already studied the unit's theme in depth and would like to read another book, two other options are provided. If you have already read aloud all of the listed books or are not interested in any of them, choose any book that your family would enjoy listening to.

We suggest that Read-Aloud Time lasts about twenty to thirty minutes; however, that time can extend longer or shorter depending on the levels and interests of the family.

- **Other:** Feel free to add any books or activities that you think your family would enjoy or benefit from.

Families with a Wide Range of Levels

An important part of a heart-based education is spending parts of the day learning together as a family. For a family with children in different levels, this can seem daunting and unachievable. Learning together as a family, however, can often instill valuable skills, abilities, and positive character traits in our children better than learning completely independently and level-based. Understanding this principle makes the Heart & Soul Time of the day even more valuable and necessary.

For children who have shorter attention spans and/or limited understanding, Heart & Soul Time becomes an important time to help them develop skills such as listening, playing quietly, taking turns talking, and practicing patience. Having quiet toys or activities on hand can be especially helpful to keep children engaged rather than interrupting the listening, read-alouds, and discussions.

For children who already know and understand the material being discussed, this time can be a powerful learning experience. Inviting these children to lead a discussion or the read-aloud portion, mentor or help a sibling, and be a good example of listening and contributing to the learning atmosphere and being excited about the subject matter can help them develop leadership skills, teaching abilities, greater compassion, and more.

Consider speaking in private with the children and positively expressing how much

you need their help and in what ways they can help you. Knowing that they are truly needed can make all the difference in the way they approach this time with the family.

Heart & Mind Time™

The following list explains how to implement each part of Heart & Mind Time.

- **Language Arts**

The Mindful Heart method will help your child to naturally learn and develop language arts skills through a wide variety of cross-curricular activities. For example, reading skills are naturally learned and strengthened through repetition as children read along with the family when the unit scriptures and poems are read and when the hymn and folk songs are sung. The Heart & Mind Time also involves activities that increase listening, comprehension, note-taking, and journaling skills.

During the Heart & Mind Time, more level-specific language arts skills are introduced and developed. While reading, spelling, memorizing, writing, and listening are in every unit, each unit has a different language arts focus (e.g., storytelling, folktales, fables, creative writing, parts of speech, punctuation, etc.). Therefore, if a specific language arts focus is not covered in one unit, it is most likely covered in a future unit and revisited each year.

The following is a list of many of the language arts activities you will be using during the Heart & Mind Time and an explanation of how to use the activities.

- **Storyboard Poetry**

In the Year 1, Unit 4 Picture Pack, you will find storyboard figures and backdrops for “The Three Kings.” These figures are used once a week during the Heart & Mind Time. In preparation for this activity, you will want to cut out each figure. Then glue or tape each figure (not the backdrops) to Popsicle sticks.

When using the storyboard pieces, the backdrops should lie directly on the table. The figures can be moved around the scene using the Popsicle sticks. As you read the poem to the children, they can introduce and move the pieces according to the poem. After the poem is done, consider asking the children to retell the story in their own words, using the storyboard figures.

- **Poetry Power**

Reading, phonics, handwriting, and spelling skills are taught through our Poetry Power book series. For use, follow the instructions included in the front of each Poetry Power book. To find the correct Poetry Power book for your child’s level, visit themindfulheart.com/pages/poetry-power.

- **Storytelling Video**

Each of the Mindful Heart units has four corresponding storytelling videos for the children to watch. The focus of the storytelling videos for Year 1, Unit



4 is Christmas stories. As children listen to these stories, they will improve not only their listening skills but also other language arts elements, including vocabulary, comprehension, and communication, each of which grows over time through exposure.

- **Read-Aloud/*The Mindful Heart Storybook***

Following the example of the master teacher, Jesus Christ, the Mindful Heart puts a high emphasis on teaching through stories. Throughout this Parent Guide, different stories are listed for you to read aloud to your children. Some are stories in books from outside publishers, while other stories are included in [The Mindful Heart Storybook: Year 1, Unit 4](#). Follow the instructions listed each day. These will guide you in what order to introduce the stories. For a complete list of books covered in this unit see the “Supplies Needed” section on page 1.

- **Read with the Child/Independent Reading**

Each day, this Parent Guide outlines time for the child to read independently (Zeta and Theta levels) or for you to read with your child (Zeta level). We suggest you provide a variety of books for your children to read from. Books can be purchased at the Mindful Heart Library (themindfulheart.com/pages/the-mindful-heart-library), found on the Mindful Heart booklists (themindfulheart.com/pages/the-mindful-heart-booklists), or checked out at <https://archive.org/> or your local library.

When selecting books for your child to read, the following guidelines are suggested:

1. Have the child read the first one hundred words of the book.
2. If the child reads with little or no difficulty and has zero to two errors, the book is an excellent book for independent reading.
3. If the child has three to five errors, the book is an excellent book for you to read with the child so that you can support him or her as needed.
4. If the child has six or more errors, or if the passage is read with much difficulty, the book should be revisited at a later time.
5. For new readers, it is suggested that you start with beginner reading books and work through each book at the child’s pace.

- **Math**

The Unit 4 focus for math in the “Together” section of The Heart & Mind Time is money, which is taught through stories and activities. In addition, math is taught through the following books, games, and activities:

Number Sense Books

The Zeta Math Pack includes the book titled Do Not Open This Math Book, and the Theta Math Pack includes the book titled The Times Machine! Every other day, the unit will instruct you to work from these books with your children. Each time, spend ten minutes reading the stories and completing the activities with your children as directed. Move as slowly or as quickly through the material as your child needs. Revisit any pages that need additional practice or explanation.

Math Game

Depending on the math pack that you choose, you and your child will have either card and board games or games listed in a book to play. (When you choose a math pack with a game book, make sure to collect any applicable supplies necessary to play the games.) Each time you are instructed to play a math game with your child, choose a game from his or her level, based on both interest and need. Suggestion: take turns with the child picking out the math game for the day.

Math Facts Activity

Each math pack includes one or more math facts practice activities. When the guide indicates, have the child actively practice the math facts (addition, subtraction, multiplication, or division) for ten to fifteen minutes, according to what he or she needs to learn or practice.

Bedtime Math

On the days indicated, read Bedtime Math to the children for the time indicated. Have the children solve the problems listed in the book according to their ability level. Encourage the children to draw pictures or use math counters or other manipulatives to solve the problems as needed. Stress the importance of spending time to identify the answer rather than racing to give an answer.

- **Science**

Children in the Alpha, Zeta, and Theta levels learn and remember science subjects best when they are taught through stories, activities, real-life observation, exploration, and games. As science is approached in this way, children's love for and understanding of the world around them is supported and strengthened. They see science as the fascinating way in which God created our world and allows it to operate. As you follow the Mindful Heart approach, children's scientific understanding will gradually grow, line upon line, year after year, and they will be prepared for the content studied at the Sigma and Omega levels. Science is generally covered two times a week during Heart & Mind Time.

- **History**

Though history is mainly covered during Heart & Soul Time, it is also included

during the Heart & Mind Time on occasion. When included in the Heart & Mind Time, the content is geared more specifically to the Alpha, Zeta, and Theta levels. History and science information also is occasionally shared in tandem when they relate to each other.

Possible Heart & Mind Time Rotation:

1 Together

Complete together (Alpha, Zeta, and Theta Levels) the Heart & Mind Math, Language Arts, History, or Science items first listed in the Heart & Mind section.

2 One-on-One

Alpha: With Parent Activities
Zeta: Independent Activities
Theta: Independent Activities

3 One-on-One

Alpha: Independent Activity or Free Play
Zeta: With Parent Activities
Theta: Independent Activities

4 One-on-One

Alpha: Free Play
Zeta: Free Play
Theta: With Parent Activities

Unit 4 Audio and Video Recordings

The audio and video recordings for this unit are found at

<https://themindfulheart.com/pages/year-1-unit-4-audio-and-video>

Unit 4

Joy to the World

Unit Focus

History: Christmas

Language Arts: Parts of Speech

Science: Astronomy—Stars

Math: Money

Supplies Needed

Visit themindfulheart.com/pages/year-1-unit-4-products and select the “Additional Products” tab for links to most of the following products.

One of each of the following is needed to complete the unit:

- Read-aloud book—choose one of the following:
 - The Story of Jesus—a Mindful Heart exclusive
 - A Christmas Carol by Charles Dickens
 - The Family Under the Bridge by Natalie Savage Carlson
 - The Angel Tree by Daphne Benedis Grab
 - Winterfrost by Michelle Houts
- The Christmas Miracle of Jonathan Toomey by Susan Wojciechowski
- A Mink, a Fink, a Skating Rink: What Is a Noun? by Brian P. Cleary
- To Root, to Toot, to Parachute: What Is a Verb? by Brian P. Cleary
- Hairy, Scary, Ordinary: What Is an Adjective? by Brian P. Cleary
- The Penny Pot by Stuart J. Murphy
- Optional: In the Dark Streets Shineth: A 1941 Christmas Eve Story by David McCullough
- The Mindful Heart Year 1, Unit 4 Star Kit
- Picture Pack—Year 1, Unit 4
- The Mindful Heart Storybook—Year 1, Unit 4

- Bedtime Math: A Fun Excuse to Stay Up Late by Laura Overdeck
- Play or real coins: 30 pennies, 20 nickels, 20 dimes, 20 quarters
- A small nontransparent bag to put the coins in
- Unwrapped crayons for coin rubbings
- Plain white paper (3 sheets per child)
- Play dollar bills (available as a free download at themindfulheart.com/pages/playmoney)
- Supplies to make Christmas cards (construction paper, stickers, stamps, etc.)
- Sugar cookie ingredients and kitchen equipment (see recipe on p. 82)
- A rope, jump rope, piece of string, or yarn that can be shaped into a large circle on the floor (2–3 feet in diameter)

For Each Child:

- Heart & Soul Learning Guide*
- Poetry Power*
- Math pack*
- Investigations, projects, math courses, or other courses that your Sigma- or Omega-level child is completing*
- Pencil
- Crayons, colored pencils, or markers
- Glue
- Scissors
- Various books for reading (See “Read with the Child/Independent Reading” on p. viii.)

*Choose the level appropriate for each child. Visit themindfulheart.com to see the various options available.

Heart + Body Time

Activities

- Go Christmas caroling as a family.
- Learn to knit or crochet and make a gift for someone else (hat, hot pad, doll blanket, etc.).
- Plan a service project or secret delivery to a neighbor or friend.
- If weather permits, go sledding, throw snow balls at a target, or build a snowman.
- If weather permits, shovel the snow off a neighbor's sidewalk.
- Play Hide-and-Go-Seek Coins.

Hide a specific number of coins in a room. Have the children find them and either identify the name and value of the coins (younger children) or add up the total amount of the coins (older children).

Field Trips

- Volunteer at a local food bank.
- Attend a live nativity in your area.
- Tour a local bank.
- Visit a planetarium.
- Have a "Value of a Dollar Challenge."

Give the children an allotted amount of money and take them to the store to see if they can plan a meal within that budget.



Plans

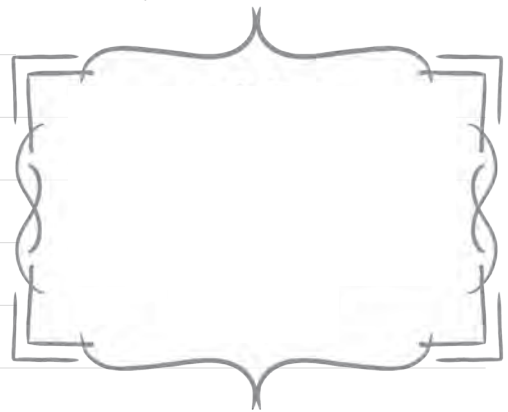


Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

SAMPLE
not for use

Notes

SAMPLE
not for use



We Three Kings of Orient

by John Henry Hopkins Jr.

Em G D C Em G D

1. We three kings of O - ri - ent are, Bear - ing gifts we tra - verse
 2. Born a babe on Beth - le - hem's plain, Gold we bring to crown Him a -
 3. Fran - kin - cense to of - fer have I; In - cense owns a De - i - ty
 4. Myrrh is mine; its bit - ter per - fume Breathes a life of gath - er - ing
 5. Glo - rious now be - hold - Him rise, King and God and sa - cri -

8 C Em D G Am C D

far, Field and foun - tain, moor and mou - n - tain, Fol - low - ing yon - der
 gain; King for - ev - er, ceas - ing nev - er, O - ver us all to
 nigh, Prayer and prais - ing, all men rais - ing, Wor - ship Him, God on
 gloom; Sorrow - ing, sigh - ing, bleed - ing, dy - ing, Seal'd in the stone - cold
 face; Heav'n sings "Hal - le - lu - jah!" "Hal - le - lu - jah!" Earth re -

15 Em D G C G C

Star. Oh, - star of won - der, star of night, Star with ro - yal beau - ty
 reign.
 high.
 tomb.
 plies.

24 G D C D G C G D G

bright, West - ward lead - ing, still pro - ceed - ing, Guide us to thy per - fect light.

The Friendly Beasts

Words by Robert Davis

C G C

1. Je - sus our bro - ther, strong and good, Was hum - bly
 2. "I," said the don - key, shaggy and brown, "I car - ried His
 3. "I," said the cow, all white and red, "I gave Him my
 4. "I," said the sheep with cur - ly horn, "I gave Him my
 5. "I," said the dove, from the raft - ers high, "I cooed Him to
 6. And ev' - ry beast, by some good spell, In the sta - ble

F G C F

born in a sta - ble rude, And the friend - ly beasts a -
 mo - ther up and down, I — carried her safely to
 man - ger for His bed, I — gave Him my hay to
 wool for His blan - ket warm, He — wore my coat on
 sleep so he would not cry. We — cooed Him to sleep, my
 dark — was glad to tell of the gift he gave Imm -

G C F C G C

round Him stood, Je - sus, our bro - ther, strong and good.
 Bethle - hem town; I," said the don - key shaggy and brown.
 pillow His head; I," said the cow, all white and red.
 Christ - mas morn; I," said the sheep with cur - ly horn.
 mate and I; I," said the dove, from raft - ers high.
 an - u - el, The gift He gave Im - man - u - el.

Mapping



Christmas Poetry

A Christmas Lullaby

by John Addington Symonds

Sleep, baby, sleep! The Mother sings:
Heaven's angels kneel and fold their wings:
Sleep, baby, sleep!

With swathes of scented hay thy bed
By Mary's hand at eve was spread.
Sleep, baby, sleep!

At midnight came the shepherds, they
Whom seraphs wakened by the way.
Sleep, baby, sleep!

And three kings from the East afar
Ere dawn came guided by thy star.
Sleep, baby, sleep!

They brought thee gifts of gold and gems,
Pure orient pearls, rich diadems.
Sleep, baby, sleep!

But thou who liest slumbering there,
Art King of kings, earth, ocean, air.
Sleep, baby, sleep!

Sleep, baby, sleep! The shepherds sing;
Through heaven, through earth, hosannas ring.
Sleep, baby, sleep!

Little Gottlieb

By Phoebe Cary

Across the German Ocean,
In a country far from our own,
Once, a poor little boy, named Gottlieb,
Lived with his mother alone.

They dwelt in a part of the village
Where the houses were poor and small,
But the house of little Gottlieb
Was the poorest one of all.

He was not large enough to work,
And his mother could no more
(Though she scarcely laid her knitting down)
Than keep the wolf from the door.

She had to take their threadbare clothes,
And turn, and patch, and darn;
For never any woman yet
Grew rich by knitting yarn.

And off at night beside her chair
Would Gottlieb sit, and plan
The wonderful things he would do for her
When he grew to be a man.

One night she sat and knitted,
And Gottlieb sat and dreamed,
When a happy fancy all at once
Upon his vision beamed.

'Twas only a week till Christmas,
And Gottlieb knew that then
The Christ child, who was born that day,
Sent down good gifts to men.

But he said, "He will never find us,
Our home is so mean and small;
And we, who have most need of them,
Will get no gifts at all."

When all at once a happy light
Came into his eyes so blue,
And lighted up his face with smiles,
As he thought what he could do.

Next day, when the postman's letters
Came from all over the land,
Came one for the Christ child, written
In a child's poor, trembling hand.

Christmas Poetry

You may think he was sorely puzzled
What in the world to do;
So he went to the Burgomaster,
As the wisest man he knew.

And when they opened the letter,
They stood almost dismayed,
That such a little child should dare
To ask the Lord for aid.

Then the Burgomaster stammered,
And scarce knew what to speak,
And hastily he brushed aside
A drop, like a tear, from his cheek.

Then up he spoke right gruffly,
And turned himself about:
“This must be a very foolish boy,
And a small one, too, no doubt.”

But when six rosy children
That night about him pressed,
Poor, trusting little Gottlieb
Stood near him, with the rest.

And he heard his simple, touching prayer
Through all their noisy play,
Though he tried his very best to put
The thought of him away.

A wise and learned man was he,
Men called him good and just;
But his wisdom seemed like foolishness,
By that weak child’s simple trust.

Now, when the morn of Christmas came,
And the long, long week was done,
Poor Gottlieb, who scarce could sleep,
Rose up before the sun,

And hastened to his mother;
But he scarce might speak for fear,
When he saw her wondering look, and saw
The Burgomaster near.

He wasn’t afraid of the Holy Babe,
Nor his mother, meek and mild;
But he felt as if so great a man
Had never been a child.

Amazed the poor child looked, to find
The hearth was piled with wood,
And the table, never full before,
Was heaped with dainty food.

Then, half to hide from himself the truth,
The Burgomaster said,
While the mother blessed him on her knees,
And Gottlieb shook for dread:

“Nay, give no thanks, my good dame,
To such as me for aid;
Be grateful to your little son,
And the Lord, to whom he prayed!”

Then turning round to Gottlieb,
“Your written prayer, you see,
Came not to whom it was addressed,
It only came to me!

“Twas but a foolish thing you did,
As you must understand;
For though the gifts are yours, you know,
You have them from my hand.”

Then Gottlieb answered fearlessly,
Where he humbly stood apart,
“But the Christ child sent them all the same;
He put the thought in your heart!”

Heart + Soul Time

- Hymn, Prayer, Pledge, Calendar
- Video: “Why We Need a Savior”
- Scripture/Journaling: Isaiah 9:6 (see Picture Pack #1 and p. 19)
- Musician: George Frederick Handel (Picture Pack #15)
- Music: Handel’s Messiah
- Read-Aloud
- Other:

Heart + Mind Time

- Science**—From The Mindful Heart Year 1, Unit 4 Storybook, read aloud and discuss “Star Light, Star Bright.”

α Alpha

With Parent

- Poetry Power

Independent

- Storytelling Video: “The Animal Christmas Tree”

ζ Zeta

With Parent

- Do Not Open This Math Book
- Poetry Power

Independent

- Storytelling Video: “The Animal Christmas Tree”
- Math Facts Activity
- Silent Reading

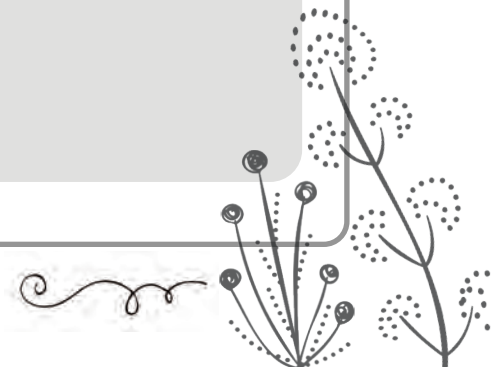
θ Theta

With Parent

- The Times Machine

Independent

- Poetry Power
- Storytelling Video: “The Animal Christmas Tree”
- Math Facts Activity
- Silent Reading



Isaiah 9:6

For unto us a child is born, unto us a son is given: and the government shall be upon his shoulder: and his name shall be called

Wonderful,
Counsellor,
THE MIGHTY GOD,
THE EVERLASTING FATHER,
The Prince of Peace.

What words would you use to describe Jesus?

Heart + Soul Time

- Hymn, Prayer, Pledge, Calendar
- Carols ‘Round the World: Bethlehem—“Little Drummer Boy”
- Mapping: Bethlehem
- Poetry Reading or Memorization
- Video: “The Christ Child: A Nativity Story”
- Art: “Adoration of the Shepherds” (Picture Pack #2)
- Read-Aloud
- Other:

Heart + Mind Time

- **Language Arts**—Storyboard Poetry: “The Three Kings”

For more details on Storyboard Poetry, see p. vii.

- **Math**—Coin Rubbings

Mix a variety of quarters, dimes, nickels, and pennies in a nontransparent bag. Have each child reach into the bag and draw out seven coins. Have the children place the coins under a blank sheet of white paper. Then, using unwrapped crayons, have the children make a rubbing of each coin they picked and add up the amount of money shown with their coin rubbings. Repeat several times. (For younger children, have them name each coin and say its value.)

α Alpha

With Parent

- Math Kit Activity

Independent

- Free Play

ζ Zeta

With Parent

- Math Game

Independent

- Poetry Power
- Silent Reading

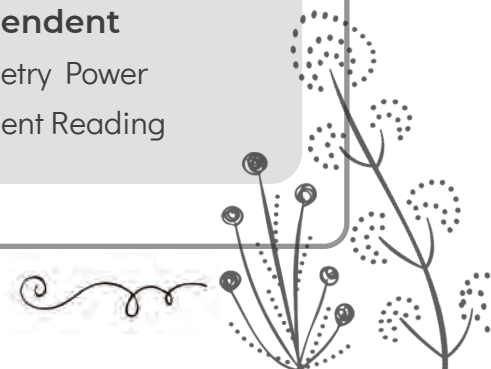
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With Parent

- Math Game

Independent

- Poetry Power
- Silent Reading



The Three Kings

by Henry Wadsworth Longfellow

Three kings came riding from far away:
Melchior and Caspar and Baltasar;
Three wise men out of the East were they,
And they traveled by night and they slept by day,
For their guide was a beautiful, wonderful star.

The star was so beautiful, large and clear.
That all the other stars of the sky
Became a white mist in the atmosphere,
And by this they knew that the coming was near
Of the Prince foretold in the prophecy.

Three caskets they bore on their saddlebows.
Three caskets of gold with golden keys;
Their robes were of crimson silk with rows
Of bells and pomegranates and furbelows,
Their turbans like blossoming almond trees.

And so the three kings rode into the West,
Through the dusk of night, over hill and dell,
And sometimes they nodded with beard on breast,
And sometimes talked, as they paused to rest.
With the people they met at some wayside well.

“Of the child that is born,” said Baltasar,
“Good people, I pray you, tell us the news;
For we in the East have seen his star.
And have ridden fast, and have ridden far.
To find and worship the King of the Jews.”

And the people answered, “You ask in vain;
We know of no king but Herod the Great!”
They thought the wise men were men insane.
And they spurred their horses across the plain,
Like riders in haste, and who cannot wait.

And when they came to Jerusalem,
Herod the Great, who had heard this thing,
Sent for the wise men and questioned them;
And said, “Go down unto Bethlehem,
And bring me tidings of this new king.”



So they rode away; and the star stood still,
The only one in the gray of morn
Yes, it stopped, it stood still of its own free will,
Right over Bethlehem on the hill,
The city of David where Christ was born.

And the three kings rode through the gate and the guard,
Through the silent street, till their horses turned
And neighed as they entered the great inn-yard;
But the windows were closed, and the doors were barred,
And only a light in the stable burned.

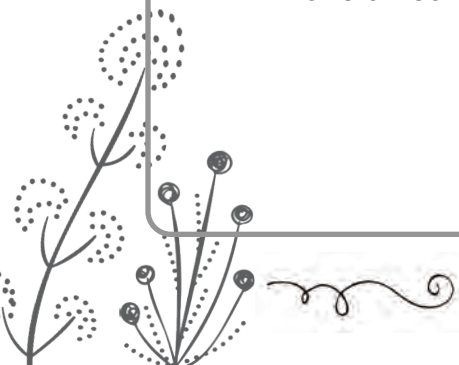
And cradled there in the scented hay,
In the air made sweet by the breath of kine,
The little child in the manger lay,
The child, that would be king one day
Of a kingdom not human but divine.

His mother, Mary of Nazareth,
Sat watching beside His place of rest,
Watching the even flow of His breath,
For the joy of life and the terror of death
Were mingled together in her breast.

They laid their offerings at His feet:
The gold was their tribute to a King,
The frankincense, with its odor sweet,
Was for the Priest, the Paraclete,
The myrrh for the body's burying.

And the mother wondered and bowed her head,
And sat as still as a statue of stone;
Her heart was troubled yet comforted,
Remembering what the Angel had said
Of an endless reign and of David's throne.

Then the kings rode out of the city gate,
With a clatter of hoofs in proud array;
But they went not back to Herod the Great,
For they knew his malice and feared his hate,
And returned to their homes by another way.



Heart + Soul Time

- Hymn, Prayer, Pledge, Calendar
- Carols 'Round the World: Egypt—"Jingle Bells"
- Mapping: Egypt
- Poetry Reading or Memorization
- Video: "The Wise Men Seek Jesus"
- Art: "The Adoration of the Magi" and "Adoration of the Magi" (Picture Pack #4, #5)
- Read-Aloud
- Other:

Heart + Mind Time

- Language Arts**—Read aloud A Mink, A Fink, A Skating Rink: What is a Noun? by Brian P. Cleary.
- Science**—Complete the Life Cycle of a Star craft by following the instructions found in The Mindful Heart Star Kit.

α Alpha

With Parent

- Poetry Power

Independent

- Free Play

ζ Zeta

With Parent

- Do Not Open This Math Book

- Poetry Power

Independent

- Math Facts Activity
- Silent Reading

θ Theta

With Parent

- The Times Machine

Independent

- Poetry Power
- Math Facts Activity
- Silent Reading



Heart + Soul Time

- Hymn, Prayer, Pledge, Calendar
- Carols 'Round the World: India—"Hindi Christmas Mashup"
- Mapping: India
- Poetry Reading or Memorization
- Art: "Before Christmas" & "Christmas Eve" (x2) (Picture Pack #7, #10, #11)
- Music: "Arrival of the Queen of Sheba" (Play during journaling time.)
- "My Journal"
- Read-Aloud
- Other:

Heart + Mind Time

- **Language Arts**—Follow the instructions listed on p. 27 for the Silly Story "Twas the _____ Before Christmas."
- **Math**—Read aloud and discuss The Penny Pot by Stuart J. Murphy.

Α Alpha

With Parent

- Math Kit Activity

Independent

- Free Play

Ζ Zeta

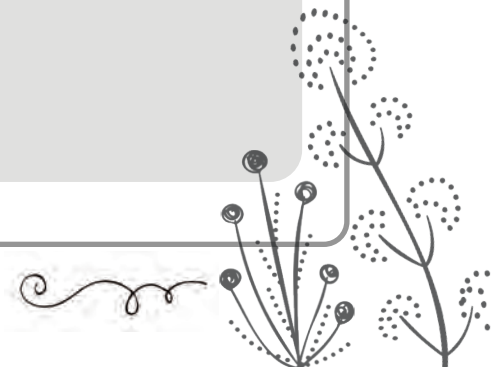
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- Poetry Power
- Silent Reading
- Math Facts Activity

Θ Theta

Independent

- Poetry Power
- Silent Reading
- Math Facts Activity



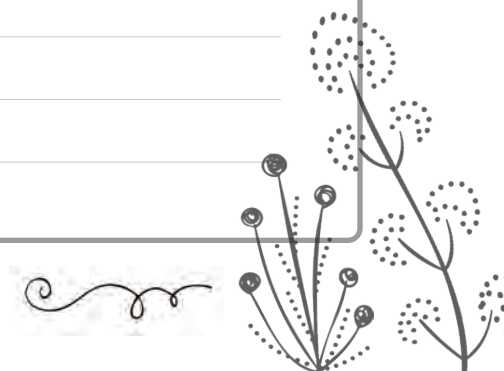


Lined writing area with horizontal lines for text entry.

SAMPLE
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SAMPLE
not for use



'Twas the _____
Before Christmas

'Twas the _____ before Christmas, when all through the _____
noun noun

Not a creature was stirring, not even a(n) _____ ;
noun

When out on the _____ there arose such a _____ ,
noun noun

I _____ from the bed to see what was the _____ .
past tense verb noun

When, what to my wondering eyes should _____ ,
verb

But a _____ sleigh and eight _____ reindeer.
adjective adjective

Up to the housetop the _____ they flew,
plural noun

With the sleigh full of _____ , and St. Nicholas too.
plural noun

And then, in a twinkling, I _____ on the roof
past tense verb

The prancing and pawing of each _____ hoof.
adjective

As I drew in my _____ , and was turning around,
noun

Down the _____ St. Nicholas came with a _____ .
noun noun

His eyes—how they _____ ! His dimples, how _____ !
past tense verb adjective

His cheeks were like _____ , his nose like a(n) _____ !
plural noun noun

He had a(n) _____ face and a little _____ belly
adjective adjective

That shook when he _____ like a bowlful of jelly.
past tense verb

He said not a word, but went straight to his _____ ,
noun

And _____ all the _____ ; then turned with a jerk,
past tense verb plural noun

And laying his _____ aside of his nose,
noun

And giving a nod, up the _____ he rose.
noun

He sprang to his _____ , to his _____ gave a whistle,
noun noun

And away they all _____ like the down of a thistle.
past tense verb

But I heard him _____ , 'ere he drove out of _____ ,
verb noun

“Happy Christmas to all, and to all a good night!”

Noun: a person, place, or thing

Verb: an action

Adjective: a describing word

Instructions:

Without first reading the story, ask the children to name a word that fits the part of speech listed below the first line. Write the children's answer on the line. Continue with each line until all the lines have a word that matches the specific part of speech listed below them. Then read aloud the story, using the words the children said.



Heart + Soul Time

- Hymn, Prayer, Pledge, Calendar
- Carols 'Round the World: United States—"Noel"
- Mapping: United States
- Poetry Reading or Memorization
- Listening/Journaling: "The First Christmas in America"
- Sing Folk Songs
- Read-Aloud
- Other:

Heart + Mind Time

- **Math**—Play "Busy Bee Store" with the children.

Have the children help you set up a pretend store in your home. The items for sale may be toys, food items, clothing items, etc. Display the items with price tags (small pieces of scrap paper), choosing price amounts that fit with the children's abilities and knowledge of money. Take turns with the children pretending to be the cashier and the shoppers. Give the children the play dollars and coins and have them use the money to count out amounts to pay for items. Pretend receipts are included on pp. 31 and 33 and can be used to teach addition with a decimal point or just for general addition practice. For older, more experienced children, when playing the role of cashier, pay them with larger dollar amounts and have them give you back the correct change.

α Alpha

With Parent

- Poetry Power

Independent

- Free Play

ζ Zeta

With Parent

- Poetry Power

Independent

- Silent Reading

θ Theta

Independent

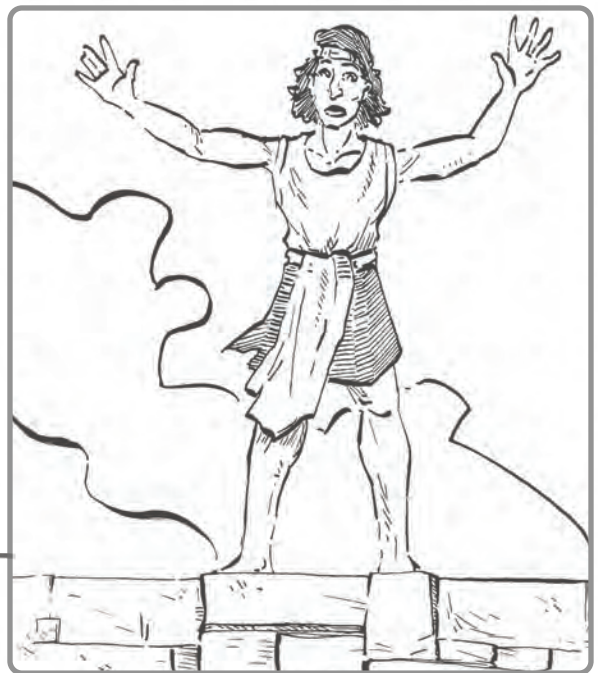
- Poetry Power
- Silent Reading





SAMPLE
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The First
Christmas
in America



SAMPLE
not for use



Busy Bee Store

Item

Price

Total



Busy Bee Store

Item

Price

Total



Busy Bee Store

Item

Price

Total



Busy Bee Store

Item

Price

Total

SAMPLE use not for

SAMPLE
not for use



Busy Bee Store

Item

Price

Total



Busy Bee Store

Item

Price

Total



Busy Bee Store

Item

Price

Total



Busy Bee Store

Item

Price

Total

SAMPLE
not for use

Heart + Soul Time

- Hymn, Prayer, Pledge, Calendar
- Carols 'Round the World: Russia—"Kaliadka"
- Mapping: Russia
- Audio: "The Legend Of Babouscka"
- Poetry: "Babushka"—a Russian legend (p. 49)
- Read-Aloud
- Other:

Heart + Mind Time

- **Language Arts**—Parts of Speech "Name a Game" (see pp. 51–53)
Go to random.org. Set the minimum number at 1 and the maximum at 26. Click "Generate." Determine the letter of the alphabet that corresponds with that number. Then choose whether to complete the Name a Game activity sheets together as a family activity or as a competitive game as explained here:
To Play: Print a copy of the same Name a Game page for each child. Choose between the noun, verb, or adjective list (additional prints can be found at themindfulheart.com/pages/nameagame). Set a timer for three minutes and have the children write as many of the nouns, verbs, or adjectives (depending on the list) as they can, according to what is listed on the Name a Game page. Invite each child to share their list.
- **Science**—Complete the Sticker Stars Constellation Activity by following the instructions listed in the Mindful Heart Star Kit.

α Alpha

With Parent

- Poetry Power

Independent

- Free Play

ζ Zeta

With Parent

- Do Not Open This Math Book

Independent

- Silent Reading

θ Theta

With Parent

- The Times Machine

Independent

- Silent Reading

Babushka

Babushka sits before the fire
Upon a winter's night;
The driving winds heap up the snow,
Her hut is snug and tight;
The howling winds—they only make
Babushka's more bright!

She hears a knocking at the door:
So late—who can it be?
She hastes to lift the wooden latch,
No thought of fear has she;
The wind-blown candle in her hand
Shines out on strangers three.

Their beards are white with age, and snow
That in the darkness flies;
Their floating locks are long and white,
But kindly are their eyes
That sparkle underneath their brows,
Like stars in frosty skies.

"Babushka, we have come from far,
We tarry but to say,
A little Prince is born this night,
Who all the world shall sway,
Come, join the search; come, go with us,
Who go our gifts to pay."

Babushka shivers at the door:
"I would I might behold
The little Prince who shall be King,
But ah! the night is cold,
The wind so fierce, the snow so deep,
And I, good sirs, am old."

The strangers three, no word they speak,
But fade in snowy space!
Babushka sits before her fire,
And dreams, with wistful face:
"I would that I had questioned them,
So I the way might trace!

"When morning comes with blessed light,
I'll early be awake;
My staff in hand I'll go—perchance,
Those strangers I'll o'ertake;
And, for the Child some little toys
I'll carry, for His sake."

The morning came, and, staff in hand,
She wandered in the snow.
She asked the way of all she met,
But none the way could show.
"It must be farther yet," she sighed;
"Then farther will I go."

And still, 'tis said, on Christmas Eve,
When high the drifts are piled,
With staff, with basket on her arm,
Babushka seeks the Child:
At every door her face is seen—
Her wistful face and mild!

Her gifts at every door she leaves;
She bends, and murmurs low,
Above each little face half-hid
By pillows white as snow:
"And is He here?" Then, softly sighs,
"Nay, farther must I go!"

—Author Unknown

**Name a verb that
might happen
at a—**

store _____

gym _____

church _____

school _____

party _____

wedding _____

library _____

fire station _____

restaurant _____

zoo _____

**Name a verb that
might happen
at a—**

store _____

gym _____

church _____

school _____

party _____

wedding _____

library _____

fire station _____

restaurant _____

zoo _____

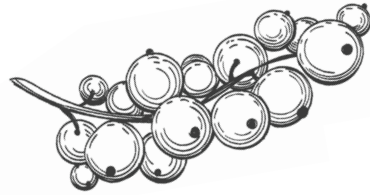
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Shopping
List

Math

Cherry Tomatoes

\$1.29



Bananas

\$2.50



Melons

\$3.29



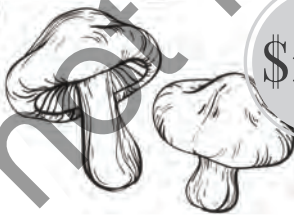
Strawberries

\$2.50



Mushrooms

\$2.69



Olives

\$1.38



Watermelon

\$4.50



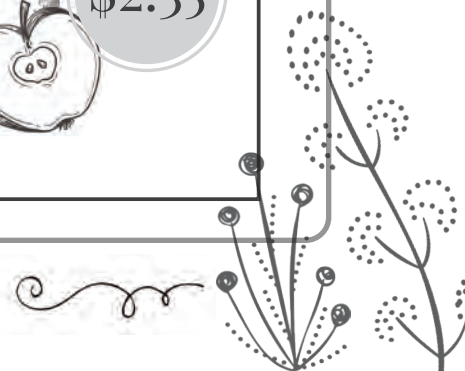
Lettuce

\$2.85



Apples

\$2.35



The Parts of Speech

Author Unknown

Three little words you often see
Are articles a, an, and the.

A noun's the name of anything,
As house or garden, hoop or swing.

Instead of nouns the pronouns stand—
Her head, your face, his arm, my hand.

Adjectives tell the kind of noun,
As great, small, pretty, white, or brown.

Verbs tell something to be done—
To read, count, sing, laugh or run.

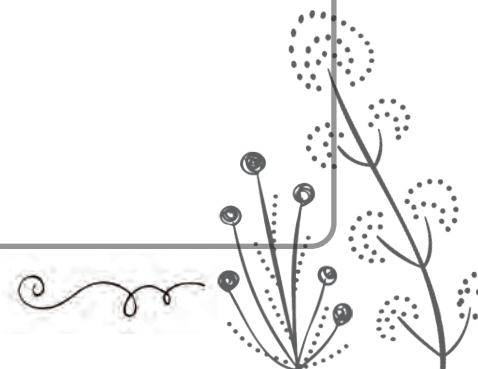
How things are done the adverbs tell,
As slowly, quickly, ill, or well.

Conjunctions join the words together,
As men and women, wind or weather.

The preposition stands before
A noun, as in or through a door.

The interjection shows surprise,
As oh! how pretty, ah! how wise.

The whole are called nine parts of speech,
Which reading, writing, speaking teach.





exploring prereading
and writing skills



developing reading
and writing skills



strengthening reading
and writing skills



developing teaching
and leadership skills



strengthening teaching
and leadership skills

