

Trail Guide to Learning Curriculum Series

Paths of Exploration Junior

by Sara Butt

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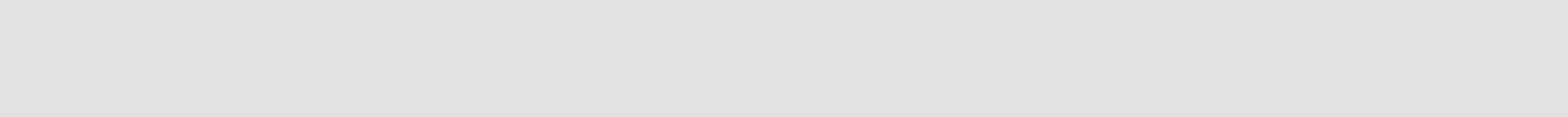
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★ INSTRUCTIONS ★

Paths of Exploration Junior is intended for use by families who have older children working in the main level of *Exploration*. This guide provides the needed resources and instruction for these families to include children of ages 4-7 in the daily instruction of the Trail Guide learning experience in a way that will make the student feel a sense of inclusion and ownership in your chosen curriculum. The partnership of *Paths of Exploration*, *Paths of Exploration Junior*, and the Middle School Extension enables families with children in kindergarten through middle school to use *Exploration* for their entire family.

★ PLANNING YOUR DAY ★

One of the most valuable things you can do is to spend some time each week planning to make this curriculum as effective as it can be for your unique family. Teaching multiple ages is hard to do if you are “flying by the seat of your pants!” Though we have attempted to make the curriculum as “open-and-go” as possible, there will always be things that you will have to adjust to make it fit your family situation. Especially if you are teaching K-2 along with your older students, make sure you look ahead to the following day’s lesson to see how it is written to engage all of your students, prepare materials, and decide when you will be working together as a family unit and when your students will need individual attention. This will help you to manage your time and make your school day as frustration-free as possible if you have a flow in mind for your day before it begins. A materials list has been provided for you at the beginning of each lesson, but please note that there are some standard school supplies that the curriculum assumes you have on hand. A list of these standard materials can be found in *Exploration*. In many assignments, the recommended activity levels are noted with icons: 🦢 (pintail) for the lowest, 🐭 (mouse) for higher, and 🐿️ (squirrel) for highest. If there is no icon present, the activity is intended for all levels. Don’t be afraid to combine, eliminate, or add activities as fits your day best. YOU are the expert at teaching your own children and this guide is designed to be just that—a GUIDE, not your master.

★ STRUCTURE OF THE DAY ★

The structure of the day will vary from family to family. *Exploration Junior* is written with the intention of assisting you in teaching your family as a whole unit, attempting to bridge age gaps and make each child feel as though they are an important and involved part of your homeschool. This may take different forms when worked practically in your day. Your Junior may work together with you in the same blocks as the older student as you spread your attention among your children and they help each other when possible. You may find it easier to give your Junior 30-45 minutes of Copywork, Reader, and Word Study by himself while the others have independent reading time or other independent work, then structured or free playtime as the others do their language portions. Sections C (Read-Aloud), E (History, Science, Geography), and F (Writing/Art/Doing) are planned so that your family can accomplish these together as a unit. Our family often accomplishes a math lesson and the language portions in the morning, reads aloud during mid-day meal time, and finishes the history/science/art portion of the day and our independent reading in the afternoon. We have also been known to divide a lesson over two days, accomplishing the language and reader portions on one day and the remaining assignments on the next.

★ LESSON CONTENT ★

(See *Exploration* Teacher’s Manual for a more detailed description of the philosophy and sequence of learning for each of these elements.)

Step for Thinking

Just as in *Exploration*, most lessons will begin with a Step for Thinking, which is a “big idea,” often pertaining to a valuable life principle to consider throughout the week as demonstrated through reading, discussion, and other activities of the lesson. Although the Junior student can certainly participate in the discussion of all Steps for Thinking for each unit of *Exploration*, an especially applicable principle has been chosen as a focal point for each lesson at the Junior level. It may be helpful to copy or print the Step(s) for Thinking to post for reference during the week.

A. Copywork

Students from ages 4-7 are vastly varied in terms of hand strength, focusing ability, and fine motor skills. For this reason, suggestions requiring various levels of ability and maturity have been made, but we leave it to you as the teacher to decide on the level of copywork required and the format in which to do it. We would like for you to choose handwriting paper or a composition notebook that will be appropriate for your individual child and print the copywork that you choose on his paper for him in the handwriting style that you prefer. This can be easily done in a few minutes of preparation before you begin your week or at the beginning of each lesson and placed in his Student Notebook for him to complete. Printable handwriting paper in a plethora of sizes can be found at donnayoung.org and there are also websites, such as worksheetworks.com, that allow you to create your own copywork worksheets in manuscript or cursive, either to trace or copy. If you feel the suggested copywork is too difficult for your emergent reader, choose words or sentences from the readers in which he is currently working.

Copywork will be used throughout the year, not only to practice good handwriting, but to reinforce history and science knowledge, to strengthen powers of observation and attention to detail, to learn sentence structure and format from proper models, and to review and practice spelling and grammar skills. *Super Scout*, begun in the second unit with the copywork section, will review grammar in context using skills previously studied in the *Learning Language Arts through Literature (LLATL)* language study. This optional section can be used with or without the *LLATL* program.

B. Reader

Junior Readers have been chosen for each unit. These provide the opportunity for the Junior to enjoy literature pertaining to the unit written at an age-appropriate level and to practice oral reading with you, the teacher. Again, students at this early elementary age vary greatly in their reading abilities, so you as the teacher can adjust the amount of material the student is responsible to read aloud. You may take turns reading aloud, or you may read a sentence and have him echo what you have read. For very early readers, you may use the Junior Reader as an enjoyable read-aloud and a resource to practice reading and thinking skills. Vocabulary, comprehension questions, picture studies, and points of discussion are provided to encourage the development of literacy and critical thinking skills.

C. Read-Alouds

Your Junior will participate in a read-aloud with your older students. The instructions in each lesson indicate that he may listen to either one or both of the older students' readers. He may listen in as older students read with you in the Reader section (Part B) and/or listen to the read-aloud in Part C. Have him participate in narrations and discussions as he is able. Also included in this section of *Exploration Junior* are a Geography Connection and a Step for Thinking Connection, described below.

Geography Connection

Many of the Readers and Read-Alouds are filled with geographical references. This is an optional, but wonderful, opportunity to learn geography in context. In the Geography Connection notes, you will find a list of places mentioned in the reader and read-aloud. Keep a world map, globe, or atlas handy to locate the places mentioned as you read, or review the list before you begin reading so that children will be able to have a frame of reference for these places while you are reading. These places are not necessarily meant to be mastered or tested; it is simply meant as a good introduction to geography and a tool for expanding your student's perception of the world.

Step for Thinking Connection

This tool will assist you in relating the content being studied to the lesson's Step for Thinking. Encourage the student to relate these valuable principles not only to the content, but to their own life experiences as well.

D. Word Study

Children in grades K-2 are building a solid foundation for reading through phonics and literacy instruction. The resources used for the study of language arts in *Exploration Junior* are as follows:

- Kindergarten/Emergent Readers: *Teach Me, Too!* Emergent Reader Letter Study
- First Grade/Beginning Readers: *Learning Language Arts through Literature, Blue Book*
- Second Grade/Continued Reading and Phonics Instruction: *Learning Language Arts through Literature, Red Book*

The *Teach Me, Too!* Emergent Reader Program is described in more detail below.

The *LLATL* programs by Debbie Strayer and Susan Simpson have been integrated into the Word Study (Part D) and Guided Reading (Part G) portions of *Exploration Junior* each day. You may choose to have a separate phonics/language time in which to teach an entire lesson to your Junior in one sitting. However, the author knows that an opportunity to teach one child a language lesson in "one sitting" is a difficult thing when teaching multi-age families. In Units 1, 2, and 3, the language lesson has been divided between the Word Study and Guided Reading portions of the day, attempting to suggest what can reasonably be accomplished in each block as your older students study as well. In Units 4, 5, and 6, the contents of the *LLATL* lesson are outlined, but it is assumed that you will have adopted a routine for fitting the lesson into your day that suits your family. Again, feel free to use the suggestions as written or adjust the lessons to fit your schedule and family. You are also welcome to replace the suggestions with your own phonics/reading program.

E. Geography, Science, and History

In most lessons, your Junior will experience the same content as the older students as you learn together as a family. Assignments and activities have been adjusted for a younger age level. *The Usborne Children's Encyclopedia*, *Fun With Nature Take-Along Guide*, *Geography from A to Z*, and *Maps & Globes* have been chosen as core resources and are used extensively throughout the year to enhance the lessons in *Exploration* for your Junior student.

Timeline: Included in Lesson Six of each unit is an opportunity to develop and maintain a timeline for your study of exploration this year. This can be done in many ways. There is a laminated *Mark-It Timeline of History* available for purchase from Geography Matters that can be posted on a wall and updated as you progress through your study. Some may choose to mount strips of paper on the wall in a continuous line. A very useful and memorable way to keep a timeline that can be prepared before you begin your study is to purchase a package of 9" x 12" tagboard, lay the sheets end-to-end, and attach them together with transparent packing tape at the seams. This forms a foldable timeline keepsake that has plenty of room for entries, can be easily stored, and can be extended if necessary. You and your student can decide how to decorate the cover of the timeline, attach printable timeline paper available on the Internet to each page, or simply draw straight lines with a ruler across the tagboard pages and add dates. For the *Paths of Exploration* study, your timeline will cover approximate dates of 1450-1850 A.D. Depending on how many timeline entries you plan to have, a timeline that covers 50 years per page will need approximately 8 sheets of tagboard; a timeline that includes 100 years per page will need approximately 5 sheets of tagboard.

F. Writing, Drawing, Art, and Doing

These lessons will also coordinate with what your older students will be doing in *Exploration*. Again, the assignments and activities are adjusted to be developmentally appropriate. Some areas of writing covered will include labeling, list-making, proper sentence formation, reflective responses, description, book reviews, and journaling, among other skills. Many hands-on projects, activities, and drawing assignments are provided for reinforcement as well as enrichment.

G. Reading and Review

During this time, you will have the opportunity to complete the *LLATL* lesson while the older students are reading independently. You may also want to read with your child from the suggested Book Basket for the week and review key concepts from the day during this time. Our family often spends time reading both independently and together after dinner before bedtime as we are settling down for the day. If you have a pre-reader, this is a good time to grab a book from their basket related to the letter of the week and enjoy reading/snuggle/phonics reinforcement time. A Reading Log is provided to record books read.

★ TEACH ME, TOO! EMERGENT READER LETTER STUDY ★

Teaching multiple children is always full of challenges, but this is especially so when you have a preschooler in the mix! *Exploration Junior* offers an Emergent Reader Letter Study that will engage your preschooler or kindergartener, but not stretch you to the limit. The daily activities are designed to fit into your day and provide learning opportunities for your preschool/kindergarten aged child that are literature- and poetry-based and are designed to give your small one the pre-reading, thinking-based skills that he will need as he becomes a reader. Weekly activities include:

The Sound Box

To prepare your Sound Box, do the following:

With the lid closed and taped shut, cut a fist-sized hole in the narrow side of a medium-sized shoebox or other box. Wrap the entire box with gift wrap, and cut the paper around the hole. On the front, write or make a label with the title "Our Sound Box." Each week you will place items in the Sound Box that begin with the sound of the letter you will study that week. The student will reach in and discover new items each week to enhance your letter study!

Letter and Sound Memory Cards

These *Teach Me, Too!* materials are cut-apart cards used to teach and review the letters of the alphabet and several other phonemes and digraphs used in foundational reading patterns. The letter and sound memory cards for each unit will be found in the Student Notebook pages for Lesson 1. Each week you will cut out the card(s) with the assigned letter and/or sound, and your student can color it. You can store the letter and sound memory cards in an index card box or tape them to craft sticks and keep them in a plastic cup or library pocket on a bulletin board labeled with the words, “[Child’s name]’s Letter of the Week.” These will be used for review and word building activities.

Alphabet Sign Language

Learn the American sign language sign for each letter. A poster is included in the *Teach Me, Too!* materials as a reference.

Literature/Poetry

Poetry is taken each week from two core resources, *Eric Carle’s Animals Animals* and *The Rooster Crows* by Maud and Miska Petersham. The child will identify letters and practice other key pre-reading skills through poetry.

Suggestions for a weekly Book Basket based on the week’s chosen letter are included in the plans. Many of these books should be available at your local library. Give the list to your librarian before each unit begins, and most librarians are happy to purchase or make available the books you need.

Each week also provides suggestions for one or two predictable text books for you to read with your child. These books have very repetitive text or ideas and are easily “read” even by non-readers as they memorize repeated phrases or can predict text based on picture cues. These books have been chosen so that your child can experience joy in reading and gain confidence in reading even before he is a “reader,” as well as build literacy skills such as book format and sequencing, left-to-right and top-to-bottom text progression, and one-to-one correspondence between spoken and written words.

Hands-On Activities and Notebooking

Many activities are included for reinforcement and practice. While a myriad of activities for alphabet study is available, the author has tried to suggest activities and crafts that use mostly household and stocked supplies and require a minimum amount of time and effort to prepare. Feel free to supplement with other ideas as you wish.

Beginning Handwriting

Letter formation is taught through large motor activities, rainbow writing (writing inside the boundaries of a letter outline with multiple colors), tactile activities, and tracing. A “Let Me Try” handwriting page is included each week. Students will print the letters within the boundaries of a box without the worry of printed lines. Feel free to progress to printed handwriting paper when you feel your child is ready, but note that many young children whose fine motor skills have not developed sufficiently can become frustrated with handwriting lines. Focusing on the motion of making the letter properly should precede an attempt to fit the letter within handwriting lines.

★ REQUIRED RESOURCES ★

Core Resources—used throughout the year

The Usborne Children's Encyclopedia (9780794528430)
Fun with Nature Take-Along Guide (9781559717021)
Nature (Usborne First Sticker Book) (9780794536633)
Know Geography™ World Atlas, Grades 1-3 (9780528018930) or *Junior Classroom Atlas* (9780528015076)
Geography from A to Z (9780064460996)
Maps & Globes (9780064460491)
I Can Draw Animals (9780794530501)

Unit 1 Resources

Christopher Columbus (9780679803690)
From the Good Mountain: Gutenberg (97801596435421)

Unit 2 Resources

The True Story of Pocahontas (9780679861669)
Neo Leo: The Ageless Ideas of Leonardo da Vinci (9781250079602)

Unit 3 Resources

The First Thanksgiving (9780679802181)
The Great Tulip Trade (9780375825736)

Unit 4 Resources

The Raft (9780064438568)
If You Lived in Colonial Times (9780590451604)

Unit 5 Resources

Lewis and Clark, A Prairie Dog for the President (9780375811203)
The Boy Who Drew Birds (9780618243433)
Birds, Nests and Eggs (9781559716246)

Unit 6 Resources

Johnny Appleseed (9780375812477)
Journey of a Pioneer (9780756640057)

Teach Me, Too! Emergent Readers Resources

Eric Carle's Animals Animals (9780399217449)
The Rooster Crows (9780689711534)
Sign Language Chart (9781628630145)

Lesson 1: Part 1

STEPS FOR THINKING

Journeys are made for a reason.

A. Copywork

- ✦ Where do I live? Have student draw a picture of his house in the box. He may add details as desired (self, family, pets, etc). Write his street address under the picture. Practice the name of your street and city.

Throughout the week, this picture will become part of a larger scene depicting his place in the world. Place it in a gallon-size re-sealable bag for safekeeping.

- ✦ Where do I live? Follow the directions above. Have the student trace or copy his street address and city if desired.
- ✦ Where do I live? Follow the directions above and allow the student to copy or write his address, including the city. If you are using *LLATL*, *The Red Book*, you may want to use page 3, activity 1.h. at this time.

★ MATERIALS ★

Gallon-size re-sealable bag, paper plate, stiff paper or poster board, hole puncher, brad fastener

- ✦ Sound box for letter o, letter o memory card

- ✦ Pre-cut activities for *LLATL* (optional)

B. Reader

Read aloud from *Maps & Globes*, pages 1-5. Choose from the following questions those that are appropriate for your student:

How long have people been using maps? (since ancient times)

Why are maps so useful? (They help people find food, water, home, etc.)

What kinds of materials did people use to make maps? (clay, cloth, reeds, shells)

What is the difference between a map and a chart? (We usually use the word “chart” to refer specifically to a map of the oceans.)

What kinds of things would you use to make a map if you didn't have pencil and paper? (answers will vary)

C. Read-Aloud

Younger children can have varied attention spans. It may be helpful for the child to have his hands busy while listening. Drawing, playing with play-dough or putty, holding a favorite blanket or stuffed animal, or building with blocks may help the child sit and listen longer. Remember that while this is a good time for strengthening listening skills and increasing attention span, reading aloud should remain an enjoyable and peaceful family activity. If a younger child grows weary of listening and runs off to do some other activity, use your judgment to make a wise decision on whether he should return and listen or just join in again the

next day. Set reasonable goals and expectations for your younger children. The main goal of this reading time is not to make sure the young child internalizes every word and idea of the selection (although they will retain many facts and ideas), but to enjoy reading with the family and learn how to actively listen and participate in the exchange of ideas. The rate at which this happens will vary from child to child.

Have your child listen to at least one of the reading selections for today.

- *Meet Christopher Columbus* p. 1-2 (“...sailors and traders.”) **Geography Connection:** Europe, Western Ocean (Atlantic Ocean) (Help your student locate these places on the world map.)
- *Christopher Columbus* p. 1-6, paragraph 1 (“...about the ships.”) **Geography Connection:** Genoa, Italy; Mediterranean Sea (Help your student locate these places on the world map.)

D. Word Study

You may be able to juggle some of these activities while your older students are involved in their independent word study activities. However, phonics and reading instruction is of primary importance in the early elementary years and will require more focused attention from you. You may want to plan a time in your day devoted to your K-2 student’s reading instruction. This could be done during an independent work time for your older students or during the Independent Reading time scheduled in *Paths of Exploration*.

- ✦ **Letter O sound box**—Without the child seeing you, put a few objects in the sound box that begin with the letter *o* (and the short sound of *o*). Have the child pull out each object and say its name, emphasizing the short sound of *o* with each object.

Ideas: octagon, pictures or stuffed animals (octopus, ox, otter, ostrich), olive

Cut out the **letter O memory card**. Show it to your student and make the beginning /o/ sound in “octopus.” The student can color the memory card. Glue it to a craft stick. Keep the memory card in a special place. It can be a plastic cup or a pocket you put on the bulletin board or wall labeled “Letter of the Week.” Use it to review each day.

Learn to **sign the letter o** using sign language. Put your fingers and thumb together in a rounded shape so that they look like the letter *o*. Refer to the Sign Language Poster included in the Student Materials for a demonstration of the sign.

Say the rhyme on the notebook page together, making hand motions for the rhyme.

**/O/, /O/, Octopus, swimming in the sea
Arms make an O; It’s a hug for me!**

Color the octopus.

- ✦ *LLATL Blue Book Part 1, Lesson 1, Day 1* or your own phonics program.

Today, the student will describe, sort, and draw various shapes and designs. You may choose to pre-cut the shape cards used for today’s activities from *LLATL Student Guide*, page 1.

- ✦ *LLATL Red Book Lesson 1, Day 1* or your own phonics program.

Complete Student Book Sections 1.d. through 1.g. at word study time. The student will read and sort short vowel words and use context to complete sentences.

You may choose to pre-cut the word cards on page 5 for the 1.g. activity.

E. Geography

K-2 students can participate with their older siblings in today's geography lesson on the compass and cardinal directions.

F. Doing

Younger students may want to listen in on the discussion of birthdays. They may also do this compass spinner craft related to the geography lesson.

To make a compass spinner:

- On the back of a stiff paper plate, draw or have your student draw a simple compass with the cardinal directions (N, S, E, W) labeled. For an advanced student, only label the direction "North" or add lines for intermediate directions as well (NE, SE, SW, NW).
- Make a compass needle that will be your spinner from cardstock, poster board, or heavy paper.
- Punch a hole in the end of the spinner, and attach it loosely to the center of the compass with a brad fastener.
- Spin the compass needle, and name the direction in which it is pointing when it stops.

G. Guided/Independent Reading and Review

Use this time to complete *LLATL* or your own phonics program.

Remember that the "Treasure Chest" icon in *LLATL Red Book* denotes optional Enrichment Activities. Do not feel that you have to complete every single activity every day. These enrichment activities are especially recommended for the fluent reader who may require more challenging activities or independent work.

- ✿ If using *LLATL Red Book*, complete **Lesson 1, Day 1** Sections 1.a through 1.c. The student will read and discuss a poem and identify naming words (nouns).

If the phonics/reading lesson is complete, review the Step for Thinking and main ideas of the day, read to your younger student, or allow him to choose from the Book Basket or favorite books to read on his own.

Record books read in his Reading Log. An alternate idea is to make a list of the books on the Reading Log that you would like him to read or have read to him during the week and have him put a sticker or check mark for each book completed.



Lesson 1: Part 2

A. Copywork

- ✦ Where do I live? Review street address from yesterday's copywork assignment. Use the provided box to draw an outline of your state. Use a wall map or the world atlas, pages 14-15, to help you.

Print the name of your state on its outline and have your child trace it.

Cut it out and place it in the re-sealable bag with the house the student drew yesterday. Look on a wall map or in the world atlas, pages 14-15, to see where your state is and name any states that border it. Use the cardinal directions learned yesterday to describe where your state is in the U.S.

- ✦ Follow the directions above. The student can trace, copy, or write the name of his state.

★ MATERIALS ★

Wall map or world atlas, globe, pictures of Middle Eastern bazaar or marketplace

- ✦ Ring-shaped cereal or letter o alphabet stamp

B. Reader

Read aloud from *Maps & Globes*, pages 6-9. Have your student read if he is capable. Choose from the following questions those that are appropriate for your student:

- *Do you recognize the names of any continents, countries, or oceans on page 6?*
- *Look at a wall map or the map of the world on page 5 of the world atlas. Does the map in your reader look like this map?*
- *Did you know the earth was round? Do you think it was silly that people used to think the world was flat? Why or why not?*
- *What was the reason for Christopher Columbus' journey? (to find a way to India by sailing west from Europe)*
- *Look at a globe. Find Europe and then find India by moving your finger west. Will it be easy to get to India? What is between those two places? (North and South America)*

C. Read-Aloud

Have your child listen to at least one of the reading selections for today.

- *Meet Christopher Columbus* p. 2, last paragraph ("Christopher soon...") through p. 4 (end of chapter).
Geography Connection: Genoa, Italy; Mediterranean Sea; France; Spain; Portugal; Africa; Greece; England; Western Ocean (Atlantic Ocean)
- *Christopher Columbus* p. 6, paragraph 2 ("Christopher, in whose honor...") through p. 10 (end of chapter)

Don't forget to relate ideas from read-alouds, Book Basket, and discussion to the "Step for Thinking" this week!

D. Word Study

- ✦ **Letter O:** Review the letter O rhyme and sign and name the objects from the sound box, emphasizing the sound of short o.

Read the poem “The Octopus” from Eric Carle’s *Animals Animals*, page 14. Emphasize the short *o* sound, but point out that *o* can also speak its name (long *o*) in the phrase “O Octopus.” Also have the student examine the capital and lowercase *o* and observe that they are the same shape, but not the same size.

Locate the notebook page with the large outline of letter *o*. Have the student paste Cheerios or other ring-shaped cereal inside the outlined letter. Alternately, you could use an alphabet stamp of the letter *o* to stamp inside the outlined letter.

- ✦ **LLATL Blue Book Part 1, Lesson 1, Day 2** or your own phonics program.

Decide if you will do this lesson now or at Independent Reading time. Pre-cut or have your student cut out the white letter cards on *Student Activity Book* pages 1 and 3. Complete the lesson by building letter patterns for your student to mimic.

If you choose to do this lesson later in the day, your student could make another shape drawing using the shapes from yesterday’s lesson while the older children are working. He could also use Wikki Stix, play-dough, or toothpicks to copy the shape cards from yesterday

- ✦ **LLATL Red Book Lesson 1, Day 2** or your own phonics program.

Read the poem “Come Over to My House” on page 1 of the *Student Activity Book* again. Do Section 2.h. in the Student Book about different types of houses referring to the directions on page 5 of the Teacher Guide. As the student writes a sentence or two about his drawing, remind him to scout his sentence for four things:

- a beginning capital letter
- an end mark
- space between his words
- does it make sense?

Save the other activities for a more focused phonics time today. If you have not pre-cut the word cards on page 9 of the *Student Activity Book*, have the student do that now.

For students who have a difficult time with spelling or composing sentences on their own, have the student dictate a sentence to you. You write it down, and then have him copy it on his paper.

No time for cutting today? Simply point to each word and have the student read it and point to the picture with the matching vowel sound.

E. Geography

Have your Junior participate in the geography lesson in *Exploration*. It may be helpful to have a book with pictures of a bazaar or marketplace or find a picture online to show your student.

While looking at a picture or listening to a description, have the student imagine what he would experience using his senses (sight, hearing, taste, touch, smell).

Have your student think of a place he has been recently (the park, a restaurant, the zoo, etc.). Discuss what things appealed to his senses in that place.

On the Student Notebook page, the student will draw or write the things experienced by each of the senses in the place he remembers visiting.

F. Art

The student will participate with older siblings in the *Exploration* lesson and then color or paint the picture of a North African rug.

G. Guided/Independent Reading and Review

Use this time to complete *LLATL* or your own phonics program.

The author recommends that you find a special way to highlight any “Grammar Guide,” “Phonics Fact,” “Punctuation Pointer,” or “Syllable Sense” generalizations that you study in *LLATL Red Book*. This could take many different forms.

- “Grammar Guide” reminders could be listed in a chart on the wall (i.e., “Antonyms: opposites,” “Noun: a person, place or thing”).
- “Phonics Facts” could be a file folder to which you and your student add different phonetic sounds and a key word or simple picture to represent each one (i.e., ow in cow and ow in sparrow).
- “Punctuation Pointer” could be a chart printed from the Internet, purchased from a learning store, or homemade with punctuation reminders on it.
- “Syllable Sense” could also be put in a file folder with examples of syllable divisions.
- You could also write things to remember and review on index cards and file them in an index card box for quick review.

It is very helpful to have a “quick reference” for these important concepts to aid in review and learning. Use your creativity and the knowledge of your child to customize this idea for your homeschool!

✿ If using *LLATL Red Book*, complete **Lesson 1, Day 2** Sections 2. a. through 2. g.

You will read “Come Over to My House,” discuss antonyms, sort words according to long vowel sound, and review sight words.

If the phonics/reading lesson is complete, review the Step for Thinking and main ideas of the day, read to your younger student, or allow him to choose from the Book Basket or favorite books to read on his own.

Record books read in his Reading Log. An alternate idea is to make a list of the books on the Reading Log that you would like him to read or have read to him during the week and have him put a sticker or check mark for each book completed.



Lesson 1: Part 3

A. Copywork

It is generally believed that America was named after Amerigo Vespucci, Italian explorer and contemporary colleague of Columbus. German mapmaker Martin Waldseemüller first used the name “America” on a world map he was making in 1507. The map included the newly explored continents of North and South America.

The only known copy of this map was found in Waldburg-Wolfegg castle in Germany in 1901. The Library of Congress purchased this map in 2003 for about 10 million dollars!

The United States of America is made up of 50 separate states united under and taking part in one federal government.

- ✦ Where do I live? Cut out the map of the U.S.A. Find your state and point it out to your student. Color your home state. Practice finding your state on a wall map or in an atlas as well. Review the name of your street, city, state, and country. Store the map in your re-sealable bag.
- ✦ Follow the directions above and practice tracing or copying “America.”
- ✦ Follow the directions above and practice writing “United States of America.” Other copywork options: “Amerigo Vespucci,” “Germany,” full address.

★ MATERIALS ★

Wall map and/or atlas, globe

- ✦ ✦ LLATL collage activity: magazines, catalogs, scissors, drawing paper, glue

B. Reader

Read aloud from *Maps & Globes*, pages 10-13. Have your student read if he is capable. Choose from the following questions those that are appropriate for your student:

- *How did the voyage of Ferdinand Magellan prove that the earth was round?* (He left Europe sailing west and sailed back to Europe from the east, thus sailing all the way around a round earth.)
- *What do you think it would be like to sail all the way around the world? How long do you think it would take?*
- *What shape is a globe? Can you think of other things that are shaped like a sphere?* (sphere; ball, marble, orange, etc.)
- *What does a globe help us to see?* (the placement of all the land and water on the earth)

C. Read-Aloud

Have your child listen to at least one of the reading selections for today.

- *Meet Christopher Columbus*, Chapter 3. **Geography Connection:** Portugal
- *Christopher Columbus*, p. 11 (Ch. 2) through bottom p. 15 (“...complexion very much.”) **Geography Connection:** Mediterranean Sea; Aegean Sea (between Greece and Turkey)

D. Word Study

✦ **Letter O:** Review the letter O rhyme. Make sure to give big hugs!

Read the poem “The Octopus” from *Eric Carle’s Animals Animals* again. Have the student search for the letter *o* in the poem and point it out to you. Ask if he can find the word *octopus* in the text. If he has trouble, help him to notice that each group of letters makes one word and that there is extra space between words. Have him practice locating individual words if necessary. Then remind him to look for a group of letters (a word) that begins with an *o*. Congratulate him heartily when he can locate it. Of course the student probably cannot actually *read* the word yet, but he is becoming aware that the groups of letters work together to form words that he speaks and associating spoken word with print. When you practice this a few times, you will probably notice the student begin trying to find words he hears in other books that you read together.

On the top half of the Student Notebook page, have the student trace every *o* he finds with a marker or crayon. On the bottom half, trace all the *o*’s once more and read the word for him. Have him draw a small picture to represent the word.

Read the poem, “Bean Porridge Hot” from *The Rooster Crows*. There are no page numbers in this book. If you wish to lightly number each page starting with page 1 on the page with the poem “Bye, Baby Bunting,” it will be on page 56. Emphasize the short o sound in “hot” and “pot,” and enjoy the rhythm of this poem.

Memorizing nursery rhymes and poems is an extremely effective learning exercise for young children. This is generally fairly easy for most children and helps them to internalize foundational skills of language patterns, vocabulary, sounds, rhyme, and rhythm. Make poem and rhyme memorization a regular part of your week. You may be pleasantly surprised to find how much your children enjoy it and look forward to it!

✦ **LLATL Blue Book Part 1, Lesson 1, Day 3** or your own phonics program.

Allow your Junior to listen to the lesson on syllables with your older students. They will probably be able to hear the syllable segmentation and can attempt to find the number of syllables in a word by clapping or feeling their chin drop. If they do not seem to understand at this time, do not force the issue; it can just be an initial introduction to the concept.

While your older students are doing their written word study assignment, do *Blue Book* Lesson 1, Day 3, Part 3 with your student. Read the list of related words and let him choose a category label for them. If he is ready, extend the activity to count the number of syllables in some of the words [i.e., yellow (2), green(1), bananas (3)].

You will finish this lesson later today.

✦ **LLATL Red Book Lesson 1, Day 3** or your own phonics program.

Allow your Junior to listen to the lesson on syllables with your older students. They will probably be able to hear the syllable segmentation and can attempt to find the number of syllables in a word by clapping or feeling their chin drop. The concept of syllables will also be introduced in the next lesson of *Red Book*.

While your older students are doing their written word study assignment, complete *Red Book* Lesson 1, Day 3.a. through 3.c. with a literature passage and a brief study of compound words.

E. Geography

Have your Junior participate with the older students in today's geography lesson on the globe to the limit of their attention span.

Highlights for Juniors:

- A globe is a sphere that shows us what the earth looks like.
- A globe shows large areas of land called "continents" and large areas of water called "oceans."
- The earth has more water than land.

F. Writing

Use this activity from *LLATL Blue Book*, Part 1, Lesson 1, Day 3, Sections 4-5.

Provide your student with magazines, catalogs, or other materials he can use to cut out pictures. Ask him to cut out pictures of things that go together, like different kinds of toys or foods. Using drawing paper, write the main idea word in the middle of the page, such as "food." Draw a box around the word. Ask your student to glue the pictures of food around the word. Then ask your student to draw lines from the pictures to the word. After he has made his group(s), ask him to look at each group and draw a circle around his favorite thing in each group and tell you why it is his favorite.

G. Guided/Independent Reading and Review

Use this time to complete *LLATL* or your own phonics program.

Some students actually find it very difficult to write with a pencil. Some will press down very hard, making their hand experience fatigue quickly. Some write too quickly, not caring if they make a mistake, knowing they can erase it. Some feel the need to erase every mistake and focus more on perfection than learning a smooth writing motion.

You may want to allow your student to trace and write with markers, pens, or gel pens, which produce less friction, making the process of writing easier. Using pen will also force some students to slow down and be more careful when erasing is not an option. It is sometimes good for perfectionists to learn that mistakes are okay and part of the learning process. It is acceptable to scratch out a mistake and try again, rather than trying to erase every imperfection. Choose a writing tool that will make your child successful in writing!

🐾 If using *LLATL Blue Book*, review proper handwriting form with **Part 1, Lesson 1**, Day 3, Sections 1-2.

🐾 If using *LLATL Red Book*, complete **Lesson 1, Day 3**, Sections 3.d. through 3.i.

Your student will review nouns, identify various phonics sounds, and read long vowel words.

If the phonics/reading lesson is complete, review the Step for Thinking and main ideas of the day, read to your younger student, or allow him to choose from the Book Basket or favorite books to read on his own. Update the Reading Log.



Lesson 1: Part 4

A. Copywork

Where do I live? Talk with your student about how our country, the United States of America, is on one of the large areas of land on the globe called North America.

Our country shares North America with two other countries, Canada and Mexico. Use a map to illustrate.

On a large piece of newsprint paper, butcher paper, or poster board, draw a circle to represent the earth. Make a rough sketch of North America. Retrieve the map pieces the student has made this week (house, state, country), and place them on the continent of North America. Place the U.S.A. on top of North America, your state on top of the U.S.A., and finally, your house on top of your state.

Give the student an opportunity to stack the map pieces correctly after you have modeled it. “I live on the earth. I live on the continent of North America. I live in the country of the United States. I live in _____(your state). I live at _____ (your address).”

You can also reverse the order. “I live at _____ (your address). I live in _____ (your state). My state is in the United States. The United States is on the continent of North America. North America is one of the continents of the earth.”

 Complete the “Where Do I Live?” Notebook page.

Fold the map and store it in the re-sealable bag with the other “Where Do I Live?” copywork. Put it in a safe place. You will need it again in Columbus, Lesson 4.


B. Reader

Read aloud from *Maps & Globes*, pages 14-15, 18-19. (Note: According to your student’s readiness, decide whether to include pages 16-17 about map distortion). Have your student read if he is capable. Choose from the following questions those that are appropriate for your student:

- *What do we call a very carefully drawn picture of the earth? (a map)*
- *What kinds of maps are there? (world, countries, towns, etc.)*
- *There are four main directions on a map. Can you name them? (North, South, East, West). Let’s look at a map and find the compass rose. I will say a direction and you point in that direction while looking at the map.*

★ MATERIALS ★

Map; blank newsprint, butcher paper, or poster board; photos of a recent trip

 *LLATL Red Book: A Tree is Nice* by Janice May Udry

C. Read-Aloud

Have your child listen to at least one of the reading selections for today.

- *Meet Christopher Columbus*, p. 8 (Ch. 4) through top of p. 11 (“...of Marco Polo.”) **Geography Connection:** Lisbon, Portugal; Africa; Thule (possibly Iceland, Greenland, or some part of Scandinavia); Flanders (Belgium); Germany; Cathay (China); India; Cipango (Japan); Mediterranean Sea.
- *Christopher Columbus*, p. 15, last paragraph (“At seventeen...”) through page 22 (end of chapter). Note: There is a description of a battle with pirates on page 19. Pre-read for content evaluation for pre-schoolers. **Geography Connection:** Mediterranean Sea; Atlantic Ocean Lisbon, Portugal

D. Word Study

- ✦ **Letter O:** Review letter O rhyme and read both poems.

Predictable text book: *Goodnight Moon* by Margaret Wise Brown

An explanation and philosophy of the use of predictable text books can be found in the introduction to this manual. Enjoy reading together, and let your child participate in the reading as he learns the pattern of the book. Plan to read this book with your child several times this week.

Have the student practice forming an *o*, first teaching him the stroke in the air in a large motion. Have him trace inside the outline of the *o* on his notebook page many times using different-colored markers or crayons. We will call this “Rainbow Writing.” Emphasize the short sound of o. Say the short *o* sound as the marker moves around the letter.

If your child is ready, he can print some *o*'s in the boxes on the “Let Me Try!” Handwriting page. Have the student place a small dot in each box to show you that he knows where the letter stroke will begin. Model this if necessary.

- ✦ *LLATL Blue Book Part 1, Lesson 1, Day 5* or your own phonics program.

If you would like to do Sections 1-5 about the beginning letter of the student’s name during a one-on-one time later today, then have your student do Section 6 during the word study time. He will trace shapes on page 6 of his *Student Activity Book* and color the picture.

(*Note: You are skipping Day 4 today. The lesson for Day 4 is a focused literature lesson using the book, *Who Took the Farmer’s Hat?* You will do that lesson tomorrow when doing *Exploration*, Part 5, because you may have more time on this built-in catch-up/enrichment day. As always, feel free to adjust the schedule however it works best for your family.)

- ✦ *LLATL Red Book Lesson 1, Day 4* or your own phonics program.

Your older students are reviewing nouns in their word study time today. Let your Junior participate in a brief review of nouns with the older students. He will be finding naming words (nouns) in the *LLATL* lesson tomorrow.

While the older students are working on their word study activities independently, tell your Junior that later today you will be reading a book called *A Tree is Nice* together. A tree is a word that names a thing, so it is a noun. The title of the book tells what this tree is like. Which word tells what the tree is like? (nice) Brainstorm some other words that describe a tree for page 14 (Section 4.c.) of the *Student Activity Book*.

Have the student work on pages 13-14 (4.b. through 4.e.) of his *Student Activity Book* during the remaining word study time. You will finish this lesson later today.

E. Geography

Looking at a political map can be confusing for little eyes because of all the colors and indistinct boundaries. Have the student follow the directions on the outline map of the continents to color them according to a color code to clearly see the seven continents and five oceans.

While your Junior is coloring, he may listen in to the geography lesson on maps that you are teaching to your older students. Your Junior may desire to draw a map of his room as well. Let him have a go of it!

F. Writing

Your Junior student can participate in this activity with your older children in *Exploration* as well. If you have taken a trip in the recent past that your student will remember clearly, print a few photos of this trip. Have your student attach them to the Student Notebook page, and allow your student to dictate a few memories from the trip. Write them for your student directly on the page, or write them on a separate sheet of paper and have your student copy them to his page.

Don't forget to connect this activity to the Step for Thinking!

G. Guided/Independent Reading and Review

Use this time to complete *LLATL* or your own phonics program.

🐾 *LLATL Blue Book*: If you have not yet completed **Part 1, Lesson 1, Day 5**, do so now.

🐾 *LLATL Red Book*: **Lesson 1, Day 4**. Read the book *A Tree is Nice* together and finish any parts of the lesson that are undone.

If the phonics/reading lesson is complete, review the Step for Thinking and main ideas of the day, read to your younger student, or allow him to choose from the Book Basket or favorite books to read on his own. Update the Reading Log.



Lesson 1: Part 5

D. Word Study

✦ Choose from the following ideas:

- Review the shape, sign, and short sound of letter *o*.
- Look for things around your house that are shaped like the letter *o*.
- Make letter *o* shaped cookies using 2 circle cookie cutters or 2 differently sized cups to cut the dough.
- Use sidewalk chalk to practice the letter.
- Wrap paper around an empty can or jar and decorate it with reinforcement labels (the ones used when the holes in notebook paper tear), or just stick them on paper.
- Read a book from the Book Basket, and look for the letter *o*.

✦ *LLATL Blue Book Part 1, Lesson 1, Day 4* or your own phonics program.

Focused literature lesson on *Who Took the Farmer's Hat?* Have old catalogs or magazines available if you will be making a collage of hats.

✦ *LLATL Red Book Lesson 1, Day 5* or your own phonics program.

Have family photographs available if you will be doing the family tree activity and plan to use photographs.

★ MATERIALS ★

Materials for any enrichment activities listed below that you plan to do

- ✦ *LLATL Blue Book: Who Took the Farmer's Hat?* by Joan L. Nodset, catalogs, magazines for hat collage (optional)
- ✦ *LLATL Red Book: family photographs for family tree activity* (optional)

Points of Review (Choose as appropriate for your student):

- Step for Thinking: "Journeys are made for a reason." How have you seen this to be true in the things you have learned, discussed, and read this week?
- Where Do I Live? Your home address, city, state, country, continent
- Geography in Reader (map knowledge): Atlantic Ocean, Mediterranean Sea, Italy (Genoa), Portugal (Lisbon), England, Spain, France, Germany, Greece, Greenland, China, India, Japan, Africa
- Compass, Cardinal Directions (N, S, E, W)
- Continents and Oceans
- Five Senses

Enrichment Activities:

- Any activities from this lesson that you were previously unable to complete.
- Any enrichment activities from *Exploration*, Lesson 1: Part 5, that the older students will be doing.
- Make a treasure hunt using cardinal directions ("Begin at the front door. Go south 5 steps to the driveway. Follow the driveway for about 20 steps and turn east toward the shed...")
- Sensory Bags Guessing Game: Place 10 random (safe!) household objects in brown paper bags. Child may use any of his senses (except sight) to guess what is in the bag.

- Sensory Nature Walk: Explore the outdoors with your senses. Take along a magnifying glass to explore the sense of sight and focus on smaller details. Listen carefully to the sounds of nature or take along a noise-maker stick to experiment with making sounds in nature. What sounds can you make by rubbing a stick on tree bark? Dragging your stick through leaves? Take some play dough and make imprints of bark, leaves, flowers.
- Octopus Activity: Flatten a cupcake liner and glue it on a piece of blue paper. Draw eyes and a mouth on the cupcake liner, or use googly eyes and sequins. Cut eight strips of paper for legs. Attach Cheerios or other circular cereal or notebook paper reinforcers to the legs to represent the letter *o*.

Letter O Book Basket Ideas:

My "o" sound box (Jane Belk Moncure)
Oliver (Syd Hoff)
Oscar Otter (Arnold Lobel)
Ox-cart Man (Donald Hall)
Paul Bunyan and His Blue Ox (Patsy Jensen)
An Octopus Followed Me Home (Dan Yaccarino)
How to Hide an Octopus and Other Sea Creatures (Ruth Heller)
Tickly Octopus (Ruth Galloway)
Fox in Socks (Dr. Seuss)
Hop on Pop (Dr. Seuss)
Goodnight Moon (Margaret Wise Brown)—predictable text book

Supplemental Literature/Book Basket Ideas:

Me on the Map (Joan Sweeney)
Where Do I Live? (Neil Chesanow)
Mapping Penny's World (Loreen Leedy)
As the Crow Flies (Gail Hartman)
Gabriella's Song (Candace Fleming)
A Spider Goes to Italy (Jennifer Harris)
You Wouldn't Want to Explore with Marco Polo (Jacqueline Morley)
All the Way to America: The Story of a Big Italian Family and a Little Shovel (Dan Yaccarino)
Giant Steps (Elizabeth Loreda) (cardinal directions)
Journey (Aaron Becker)
Following the Trail of Marco Polo (Geronimo Stilton)
Amelia, Bedelia Road Trip! (Herman Parish)
Jonathan and the Big Blue Boat (Philip C. Stead)
LLATL Red Book: A Tree is Nice (Janice May Udry)
LLATL Blue Book: Who Took the Farmer's Hat (Joan L. Nodset)

General Library Search Topics:

Marco Polo, Italy, Bazaar, Maps, the Earth, Continents, Journeys

