



Trail Guide to Learning Curriculum Series

*Paths of Settlement Junior*

by Sara Butt

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Published by Geography Matters, Inc.

ISBN: 978-

Printed in the United States of America

Geography Matters, Inc.

[www.geomatters.com](http://www.geomatters.com)

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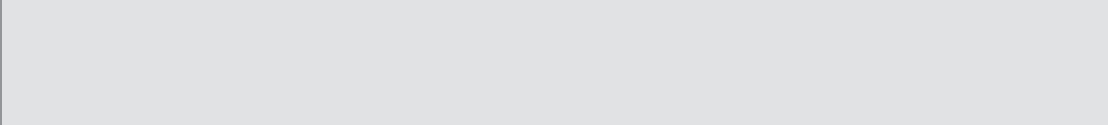
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## ★ INSTRUCTIONS ★

*Paths of Settlement Junior* is intended for use by families who have older children working in the main level of *Paths of Settlement*. This guide provides the needed resources and instruction for these families to include children aged six to eight 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 Settlement*, *Paths of Settlement Junior*, and the Middle School extension enables families with children in first grade through middle school to use *Settlement* 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 grades one through three 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 *Settlement*. In many assignments, the recommended activity levels are noted with icons: 🐭 (mouse) for lowest, 🐿️ (squirrel) for higher, and 🦉 (otter) 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. *Settlement Junior* is written with the intention of assisting you in teaching your family as a whole unit, attempting to bridge age gaps, and making each child feel as though they are an important and involved part of your home school. 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), F (States), and G (Doing/Cooking/Writing) 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 the *Settlement* Teacher's Manual for a more detailed description of the philosophy and sequence of learning for each of these elements.)

**Steps for Thinking**

Just as in *Settlement*, 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 *Settlement*, 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 & Dictation**

Students from ages six to eight are vastly varied in terms of hand strength, focusing ability, and fine motor skills. Handwriting lines have been provided for each day's copywork assignment in the Student Notebook; however, if the individual needs of your student require a different style or size of handwriting paper, feel free to substitute another type of paper or composition notebook appropriate for your student. 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.

**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.

### D. Word Study

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

- 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*
- Third Grade/Continued Reading and Phonics Instruction: *Learning Language Arts through Literature, Yellow Book*

The *LLATL* programs by Debbie Strayer and Susan Simpson have been chosen because of their similarity in philosophy, structure, and style to the Trail Guide to Learning series. Although the junior word study lessons will not be directly related to the content of each unit as the word study lessons in *Settlement* are, the author feels that they will provide the necessary phonics and reading instruction for grade levels one through three in a thorough, effective, and time-efficient way. You are also welcome to replace the suggestions with your own phonics/reading program.

### E. History/Science

Making connections is an important part of this curriculum, and the studies of geography, science, and history are naturally connected. The knowledge of one area contributes to knowledge in the other areas. By considering the linkage of subjects in real life, connections readily occur for the students. This helps them add to what they know when they encounter new information. It also helps students remember what they have learned.

Geography is much more than a study of maps and places. It also involves examining the impact of people who live in those places, along with their cultures and worldviews. That said, even though geography is not a named subject in this book, it is the entire focus of the state study in Section F and the umbrella under which science and history connect in this section. For example, science in *Settlement* is a study of Earth—its weather, cycles, topography, and geological factors—and how those things influenced the settlement of the United States. Likewise, events in history come alive within the context of geography—the places where things happened, the people who lived there, how worldviews impacted events, and how cultures changed.

### F. States

Since *Settlement* focuses on the establishment and growth of the United States, a study of the individual states fits naturally into its format. Lessons in the first five units investigate each of the 50 states by region, through mapping, state profiles, State Cards, and preparation of recipes from the specific areas. The study culminates with development of a home-state project in Unit 6, along with charting, comparing, and contrasting the various geographical regions of our country.

### G. Doing/Cooking/Writing

Learning new concepts should inspire a response. Since you are not limited to conventional school-type methods, you can employ an array of effective and enjoyable ways to gain and respond to information. Hands-on activities and projects are powerful teachers, and those included in this section naturally reinforce various themes in the lessons as well as strengthen thinking skills.

### H. Independent Reading & Review

This is an important part of each student's daily schedule. It provides regular practice for word study, thinking skills, and, of course, reading ability. Though you may be tempted to skip this activity to save time, please don't!



## ★ STUDENT NOTEBOOKS ★

This book is your teacher guide with scripted lessons for your children. However, each student also needs a set of Student Notebook pages to complete his assignments. Maps, charts, and other activities assigned in the textbook are included in the notebook pages in an easy, ready-to-use format for the student. The Student Notebook pages are available in your choice of printable digital files or grade level, ready-to-use printed pages.

Bear in mind that the Student Notebook is not only a vital part of the curriculum, but it also provides a **portfolio** of your student's work. A portfolio is often the best possible written measure of student achievement, and completion of the Student Notebook creates an excellent, consecutive record of student work in reading, writing, geography, history, science, and art.

## ★ GETTING STARTED ★

### Materials

Before beginning a lesson, look at the Materials List in Part 1 to be sure you have what you will need to complete the assignments. Besides the required books and other key resources, many lessons require the use of additional items you should keep on hand:

highlighters	scissors	glue	tape	ruler
dictionary	thesaurus	index cards	colored chalk	construction paper
three-hole punch	colored pencils	timing device		

### Student Notebook Pages

If you are using digital files for the Student Notebook, either print all the pages for your child's level before you begin the unit, or print lesson by lesson. Give students the notebook pages they need at the beginning of each lesson or week. Organize the Student Notebook in a three-ring binder with tabs either for each of the six lessons or by sections.

### Reading Assignments

Because various editions of the same book often have different page numbers, the reading assignments in this unit include the first and last words of each passage. Mark reading assignments ahead of time in pencil so that the flow of your school is not interrupted with finding beginning and ending points.

### Updates & Corrections

Occasionally, a reader or other required resource goes out of print. When this happens, we locate a suitable substitute and write new lessons for that section. Sometimes, when a book is reprinted by the publisher, the newer edition page numbers no longer match up to our assignments. When this happens, we create an updated sheet with new page numbers. All corrections and updates are located on the web page below.

Check the updates page before you begin to see if there are any changes to *Settlement* or *Settlement Junior* that you may need to incorporate: [www.geomatters.com/pages/pos](http://www.geomatters.com/pages/pos)

### Support

The Trail Guide to Learning Series Yahoo! user group gives you an opportunity to be a part of the community of those who are traveling the Trail. Post questions, share experiences, and read the thoughts of others who are using our materials with their families.

Facebook is a great place to connect with us for news and info about the curriculum or to just post a comment about your experience using the Trail Guide to Learning Series. You can connect to the group and Facebook pages from the website above.



## ★ REQUIRED RESOURCES ★

These resources are **in addition** to those used in *Paths of Settlement*.

**Core Resources—used throughout the year**

- Eyewonder Weather* (978-1465444721)
- Janice VanCleave’s Earth Science for Every Kid* (978-0471530107)
- Junior State Notebook* (978-1628631159)
- O, Say Can You See?* (978-0439593601)
- The Train of States* (978-0060578404)
- The Usborne Children’s Encyclopedia* (978-0794528430)
- Smart About the Presidents* (978-0448433721)

**Learning Language Arts through Literature**

- Blue Book* (1st grade)
- Red Book* (2nd grade)
- Yellow Book* (3rd grade)

**Unit 1 Resources**

- If You Lived at the Time of the American Revolution* (978-0590674447)

**Unit 2 Resources**

- George Washington* (978-0964380318)
- The 4th of July Story* (978-0689718762)

**Unit 3 Resources**

- Red, White, and Blue: The Story of the American Flag* (978-0448412702)
- Thomas Jefferson’s Feast* (978-037582289)
- Washington is Burning* (978-0822560500)

**Unit 4 Resources**

- Abe Lincoln: The Boy Who Loved Books* (978-1416912682)
- Escape North! The Story of Harriet Tubman* (978-0375801549)
- The Gettysburg Address* (978-0395883976)

**Unit 5 Resources**

- National Geographic Readers: Ellis Island* (978-1426323416)
- When Jessie Came Across the Sea* (978-0763612740)

**Unit 6 Resources**

- I Pledge Allegiance* (978-0399553417)
- The Bravest Dog Ever: The True Story of Balto* (978-0679880295)









## Unit 1: Growing Pains

Book Basket  
Suggestions

Books about the states studied in this unit from series, such as:

*Our Great States* published by Lerner Publications

*Discover America State-by-State* published by Sleeping Bear Press

## Picture Books

*Columbus* (Ingri and Edgar Parin D'Aulaire)

*If You Sailed on the Mayflower in 1620* (Ann McGovern)

*You Wouldn't Want to Sail on the Mayflower! A Trip that Took Entirely Too Long* (Peter Cook)

*Colonial Jobs* (Fisher, Verna)

*They Called Her Molly Pitcher* (Anne Rockwell)

*Sybil Ludington's Midnight Ride* (Marsha Amstel)

*Benjamin Franklin* (Ingri and Edgar Parin D'Aulaire)

*How Ben Franklin Stole the Lightning* (Rosalyn Schanzer)

*Now & Ben: The Modern Inventions of Benjamin Franklin* (Gene Barreta)

*Grandpa's Sugar Bush* (Margaret Carney)

*Gravity is a Mystery (Let's-Read-and-Find-Out-Science)* (Franklyn M. Branley)

*Feel the Wind (Let's Read and Find Out Science 2)* (Arthur Dorros)

*Dirt* (Steve Tomacek)

*Dirt: The Scoop on Soil* (Natalie Rosinsky)

\**Let's Go Rock Collecting (Let's Read and Find Out Science)* (Roma Gans)

\**Rocks: Hard, Soft, Smooth, and Rough* (Natalie M. Rosinsky)

\*Note that books about geology have varied theories about the Earth's age. Be aware that you may have to address the issue or pre-read these books for content.

## Chapter Books

*John Audubon: Young Naturalist (Young Patriots Series)* (Miriam E. Mason)

*Pedro's Journal* (Pam Conrad)

*Who Was Christopher Columbus?* (Bonnie Bader)

*George vs. George: The American Revolution as Seen from Both Sides* (Rosalyn Schanzer)

*Molly Pitcher, Young Patriot (Childhood of Famous Americans)* (Augusta Stevenson)

*Betsy Ross: Designer of Our Flag (Childhood of Famous Americans)* (Ann Weil)

*Benjamin Franklin: Young Printer* (Augusta Stevenson)

*Ben and Me: An Astonishing Life of Benjamin Franklin by His Good Mouse, Amos*  
(Robert Lawson)



Lesson 1	
<b>Step for Thinking</b>	<b>People want to be free to do what they think is right.</b>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• <i>If You Lived at the Time of the American Revolution</i></li> <li>• <i>The Train of States</i></li> <li>• <i>Junior State Notebook</i></li> <li>• <i>The Usborne Children’s Encyclopedia</i></li> <li>• <i>Eyewonder Weather</i></li> <li>• 🐾 <i>LLATL Blue Book, Who Took the Farmer’s Hat?</i> by Joan L. Nodset</li> <li>• 🐾 <i>LLATL Red Book, A Tree is Nice</i> by Janice May Udry</li> </ul>
<b>Supplies</b>	<ul style="list-style-type: none"> <li>• Family pictures of relatives/ancestors</li> </ul>

Part 1	1 <sup>st</sup> Grade 🐾	2 <sup>nd</sup> Grade 🐾	3 <sup>rd</sup> Grade 🐾
<b>a.</b> Copywork	<p><b>Far across the sea, with their courage packed up tight, Pilgrims boarded ships and sailed through day and night. Some came for adventure, Some came to grow a dream, But all of them were following the hope of being free.</b></p> <ul style="list-style-type: none"> <li>• Read the poem together.</li> <li>• Discuss what it means and how it relates to the Step for Thinking in this lesson.</li> <li>• Have the student underline any words that may be difficult to spell.</li> <li>• Have the student copy the portion you assign on the Student Notebook page.</li> </ul>		
<b>B.</b> Reader	<p><i>If You Lived at the Time of the American Revolution</i>, page 6 (“Introduction”) through page 9 (“...make blue dye.”)</p> <p><b>Discussion:</b></p> <ol style="list-style-type: none"> <li>1. Were all of the colonists in favor of the Revolution? Tell more about this.</li> <li>2. Describe some of the differences between the colonies.</li> </ol>		
<b>C.</b> Read-Aloud	<p>Include your Junior in the Read-Aloud assignment and discussion from <i>Settlement</i>.</p>		
<b>D.</b> Word Study	<p><i>Blue Book:</i> Part 1, Lesson 1, Day 1</p>	<p><i>Red Book:</i> Lesson 1, Day 1</p>	<p><i>Yellow Book:</i> Lesson 1, Day 1</p>

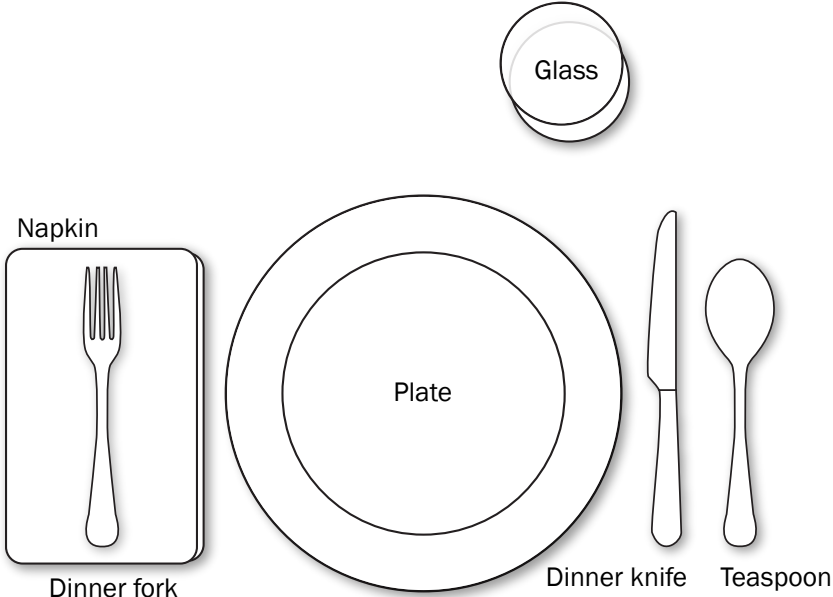


Part 1	1 <sup>st</sup> Grade 🦋	2 <sup>nd</sup> Grade 🦋	3 <sup>rd</sup> Grade 🦋
<p><i>E.</i> History</p>	<p><b>Newcomers to the New World, Part 1</b></p> <p>Follow the instructions in <i>Settlement</i> for reading and discussion. To include your Junior:</p> <ul style="list-style-type: none"> <li>• Write the terms <i>explorer</i>, <i>settler</i>, <i>entrepreneur</i>, and <i>soldier</i> on a whiteboard or pieces of paper. When you talk about the different types of newcomers to the New World, act out these different roles for your students and have them guess which newcomer you are pretending to be.</li> <li>• In the Student Notebook, have your Junior draw a picture and/or write a sentence(s) about the newcomer group into which he would best fit.</li> </ul>		
<p><i>F.</i> States</p>	<ul style="list-style-type: none"> <li>• Read about Massachusetts in the <i>Desk Atlas of the United States</i> together.</li> <li>• Have the student complete the state geography page for Massachusetts in the Student Notebook.</li> <li>• (optional) The coast of Massachusetts has several bays. Look up the definition of “bay,” and record it on the state geography page.</li> </ul>		
<p><i>G.</i> Doing</p>	<p>Have watercolor supplies available for your Junior to participate in the watercolor activities described in <i>Settlement</i>.</p>		
<p><i>H.</i> Independent Reading &amp; Review</p>	<p>Have the student choose a book to read alone or with guidance in a quiet, comfortable place for 15-20 minutes. Record books read on the Reading Log in the Student Notebook.</p> <p><b>Daily Oral Review</b></p> <ul style="list-style-type: none"> <li>• Complete the Step for Thinking: “People want to be free to do what they think is _____.” (right)</li> <li>• Name the watercolor artist who painted America’s birds. (John James Audubon)</li> <li>• Name or describe four types of people who came to the New World. (explorer, settler, entrepreneur, soldier)</li> <li>• Find Massachusetts on a U.S. map.</li> <li>• Review spelling, language, and math concepts as needed.</li> </ul>		

Part 2	1 <sup>st</sup> Grade 🐾	2 <sup>nd</sup> Grade 🐾	3 <sup>rd</sup> Grade 🐾
<p><i>A.</i> Copywork</p>	<p>Reference the poem in Part 1.</p> <ul style="list-style-type: none"> <li>• Read the poem together. Begin to memorize the poem.</li> <li>• Look at the words the student underlined in the poem. Discuss ways he could remember the spelling of these words.</li> <li>• Have the student copy a portion you assign on the Student Notebook page.</li> </ul>		
<p><i>B.</i> Reader</p>	<p><i>If You Lived at the Time of the American Revolution</i>, page 10 (“What did the colonial people...”) through page 13 (“...or a ‘privy.’”)</p> <p><b>Discussion:</b></p> <ol style="list-style-type: none"> <li>1. Would you have liked to dress like a colonist? Why or why not?</li> <li>2. Draw a picture of your family dressed as colonists.</li> </ol>		
<p><i>C.</i> Read-Aloud</p>	<p>Follow the directions in <i>Settlement</i>.</p>		<p>Have the student tell about what people brought to try to help the sick baby.</p>
<p><i>D.</i> Word Study</p>	<p><i>Blue Book:</i> Part 1, Lesson 1, Day 2</p>	<p><i>Red Book:</i> Lesson 1, Day 2</p>	<p><i>Yellow Book:</i> Lesson 1, Day 2</p>
<p><i>E.</i> Science</p>	<p><b>Introduction to Earth Science</b></p> <p>Teach the science content from <i>Settlement</i>. To include your Junior:</p> <p>Use <i>Eyewonder Weather</i>, pages 4-5 (“What’s weather?”), for helpful illustrations for your Junior while teaching this lesson. Have your Junior write the definitions or draw a picture to illustrate the following terms on the Student Notebook page as you teach:</p> <ul style="list-style-type: none"> <li>• atmosphere—the huge mass of air around the earth</li> <li>• weather—changes in the atmosphere (have the students draw different kinds of weather)</li> <li>• climate—the weather in a certain place over a long period of time</li> <li>• meteorologist—a scientist who studies weather</li> </ul> <p>(Perhaps have your older student look up definitions of weather instruments at the conclusion of the lesson.)</p> <p>Introduce the Weather Watcher Calendar in the Student Notebook, on which the student will record the weather each day. Fill in the dates on the calendar for the current month.</p> <p>Have your Junior help place your thermometer and make the rain gauge as described in <i>Settlement</i>, and record the day’s temperature and weather on the Weather Watcher Calendar.</p>		

Part 2	1 <sup>st</sup> Grade 🐾	2 <sup>nd</sup> Grade 🐾	3 <sup>rd</sup> Grade 🐾
<p><i>F.</i> States</p>	<ul style="list-style-type: none"> <li>• Look together at the page about Massachusetts (State #6) in <i>The Train of States</i>, and read the facts about Massachusetts in the back of the book.</li> <li>• Have your student complete the Massachusetts page in the <i>Junior State Notebook</i>.</li> </ul>		
<p><i>G.</i> Journal</p>	<p>No assignment.</p>		
<p><i>H.</i> Independent Reading &amp; Review</p>	<p>Have the student choose a book to read alone or with guidance for 15-20 minutes. Record books read on the Reading Log.</p> <p><b>Daily Oral Review</b></p> <ul style="list-style-type: none"> <li>• Complete the Step for Thinking: “People want to be _____ to do what they think is _____.” (free, right)</li> <li>• What do we call a scientist who studies weather? (meteorologist)</li> <li>• What is a forecast? (a weather prediction)</li> <li>• Tell something you remember about the state of Massachusetts.</li> <li>• Find Massachusetts on a U.S. map. Share the Massachusetts page of your <i>Junior State Notebook</i> with someone else.</li> <li>• Review spelling, language, and math concepts as needed.</li> </ul>		

Part 3	1 <sup>st</sup> Grade 🐾	2 <sup>nd</sup> Grade 🐾	3 <sup>rd</sup> Grade 🐾
<p><i>A.</i> Copywork</p>	<p>Reference the poem in Part 1.</p> <ul style="list-style-type: none"> <li>• Have the student practice saying the poem from memory.</li> <li>• Use any of these suggestions for optional grammar teaching or review:                             <ul style="list-style-type: none"> <li>- A capital letter begins each line of a poem.</li> <li>- Locate the rhyming words in the poem.</li> <li>- Notice the three different sounds of the suffix <i>-ed</i> used in the poem.</li> <li>- Notice the silent “gh” in “night” and “tight.”</li> </ul> </li> <li>• Have the student finish copying the poem. If he has finished already, have him attempt to write it from memory on the Student Notebook page.</li> <li>• Check the copywork together for errors.</li> </ul>		
<p><i>B.</i> Reader</p>	<p><i>If You Lived at the Time of the American Revolution</i>, page 14 (“What started the Revolution?”) through page 18 (“...start of the American Revolution.”)</p> <p><b>Discussion:</b></p> <ol style="list-style-type: none"> <li>1. What are taxes? Do your parents still pay taxes? What are their feelings about this?</li> <li>2. Describe what happened at the Boston Tea Party.</li> </ol>		
<p><i>C.</i> Read-Aloud</p>	<p>Follow the directions in <i>Settlement</i>.</p> <p>Have the student help answer the older student’s questions about the passage.</p>		<p>Have the student make up one question about the passage.</p>
<p><i>D.</i> Word Study</p>	<p><i>Blue Book:</i> Part 1, Lesson 1, Day 3</p>	<p><i>Red Book:</i> Lesson 1, Day 3</p>	<p><i>Yellow Book:</i> Lesson 1, Day 3</p>
<p><i>E.</i> History</p>	<p><b>Newcomers to the New World, Part 2</b></p> <p>Follow the instructions in <i>Settlement</i> for reading and discussion. To include your Junior:</p> <ul style="list-style-type: none"> <li>• Have your Junior recall what he knows about the Pilgrims and Jamestown settlers.</li> <li>• Have some family pictures of relatives and ancestors available.</li> <li>• Many children this age are still trying to understand who’s who in their family tree. Use the Student Notebook page to help clarify this by adding names or pictures</li> </ul>		

Part 3	1 <sup>st</sup> Grade 🐾	2 <sup>nd</sup> Grade 🐾	3 <sup>rd</sup> Grade 🐾
<p><i>F.</i> States</p>	<ul style="list-style-type: none"> <li>• Read about Connecticut in the <i>Desk Atlas of the United States</i> together.</li> <li>• Have the student complete the state geography page for Connecticut in the Student Notebook.</li> <li>• (optional) Long Island Sound is a body of water on the southern coast of Connecticut. Look up the definition of “sound,” and record it on the state geography page.</li> </ul>		
<p><i>G.</i> Cooking &amp; Manners</p>	<p>Prepare a dish together as described in <i>Settlement</i>. Have your Junior set the table for the meal. If this is a new skill, take the opportunity to show him a proper table setting and have him duplicate it at each place.</p> <div style="text-align: center;">  <p>The diagram shows a table setting. At the top center is a glass labeled 'Glass'. Below it is a large plate labeled 'Plate'. To the left of the plate is a dinner fork labeled 'Dinner fork', which is inside a rectangular napkin labeled 'Napkin'. To the right of the plate are a dinner knife labeled 'Dinner knife' and a teaspoon labeled 'Teaspoon'.</p> </div> <p style="text-align: center;"><i>Place utensils one inch from the edge of the table.</i></p>		
<p><i>H.</i> Independent Reading &amp; Review</p>	<p>Have the student choose a book to read alone or with guidance for 15-20 minutes. Record books read on the Reading Log.</p> <p><b>Daily Oral Review</b></p> <ul style="list-style-type: none"> <li>• Complete the Step for Thinking: “People want to be _____ to do what they _____ is _____.” (free, think, right)</li> <li>• Tell what you remember about the Boston Tea Party.</li> <li>• What is an immigrant? (someone who leaves one country to settle in another)</li> <li>• Name your grandparents and any aunts and uncles that you have.</li> <li>• Find Connecticut on a U.S. map.</li> <li>• Review spelling, language, and math concepts as needed.</li> <li>• Add information to the Weather Calendar.</li> </ul>		

Part 4	1 <sup>st</sup> Grade 🐾	2 <sup>nd</sup> Grade 🐾	3 <sup>rd</sup> Grade 🐾
<p><i>A.</i> Copywork</p>	<p>Reference the poem in Part 1.</p> <ul style="list-style-type: none"> <li>• Dictate the poem, or a portion of the poem, to your student as he writes it on the Student Notebook page.</li> <li>• Have the student compare his work to the original, and correct any errors.</li> </ul>		
<p><i>B.</i> Reader</p>	<p><i>If You Lived at the Time of the American Revolution</i>, page 19 (“Who were the Loyalists?”) through page 22 (“...officials, farmers, and workers.”)</p> <p><b>Discussion:</b></p> <ol style="list-style-type: none"> <li>1. List some of the names by which people who supported the British government were known.</li> <li>2. Why did some colonists want to remain loyal to England?</li> </ol>		
<p><i>C.</i> Read-Aloud</p>	<p>Follow the directions in <i>Settlement</i>.</p> <p>Have the student tell about what the older boys said when they heard Rover in the garret.</p>		<p>Have the student tell about the older boys trying to convince Will to help them get gunpowder.</p>
<p><i>D.</i> Word Study</p>	<p><i>Blue Book:</i> Part 1, Lesson 1, Day 4</p>	<p><i>Red Book:</i> Lesson 1, Day 4</p>	<p><i>Yellow Book:</i> Lesson 1, Day 4</p>
<p><i>E.</i> Science</p>	<p><b>Layers of the Atmosphere</b></p> <p>Teach the science content from <i>Settlement</i>. To include your Junior:</p> <p>Refer to <i>Eyewonder Weather</i>, pages 4-5 (“What’s weather?”), for an illustration of the atmosphere. Have your Junior use the Student Notebook page labeled with the layers of the atmosphere. He should color each layer and draw the following illustrations of things found at each elevation:</p> <ul style="list-style-type: none"> <li>• Troposphere (light blue): Draw some storm clouds and rain.</li> <li>• Stratosphere (light purple): Draw an airplane and a weather balloon.</li> <li>• Ozone layer (red)</li> <li>• Mesosphere (dark blue): Draw some meteors.</li> <li>• Thermosphere (dark purple): Draw a satellite.</li> <li>• Exosphere (dark gray): Draw some stars and a spaceship.</li> <li>• Have the student record the weather on the Weather Watcher Calendar today.</li> </ul>		

Part 4	1 <sup>st</sup> Grade 🐾	2 <sup>nd</sup> Grade 🐾	3 <sup>rd</sup> Grade 🐾
<p><i>F.</i> States</p>	<ul style="list-style-type: none"> <li>• Look together at the page about Connecticut (State #5) in <i>The Train of States</i>, and read the facts about Connecticut in the back of the book.</li> <li>• Have your student complete the Connecticut page in the <i>Junior State Notebook</i>.</li> </ul>		
<p><i>G.</i> Journal</p>	<p>No assignment.</p>		
<p><i>H.</i> Independent Reading &amp; Review</p>	<p>Have the student choose a book to read alone or with guidance for 15-20 minutes. Record books read on the Reading Log.</p> <p><b>Daily Oral Review</b></p> <ul style="list-style-type: none"> <li>• Recite this week's Step for Thinking.</li> <li>• Recite this week's copywork passage.</li> <li>• Tell some things you have learned about the lives of colonists in your reader this week.</li> <li>• Tell something you remember about the state of Connecticut.</li> <li>• Find Connecticut and Massachusetts on a U.S. map.</li> <li>• Review the names of the layers of the atmosphere.</li> <li>• Review spelling, language, and math concepts as needed.</li> </ul>		



Part 5	1 <sup>st</sup> Grade 🐾	2 <sup>nd</sup> Grade 🐾	3 <sup>rd</sup> Grade 🐾
	<p>As in <i>Settlement</i>, this part is set aside for completion of any work left undone from the lesson and review of concepts and content. This is a good time to do any science experiments that you may not have had time for earlier in the week. A phonics lesson is also included for those who are using <i>Learning Language Arts through Literature</i> because that program is a five-day/week program. Optional enrichment suggestions are provided to expand the learning of this week’s lesson content.</p> <p><b>Review key concepts from this week’s lesson:</b></p> <ul style="list-style-type: none"> <li>• Review this lesson’s Step for Thinking.</li> <li>• Have the student recite this week’s copywork passage if memorized.</li> <li>• Use the Daily Oral Review sections to assess mastery of this lesson’s content.</li> <li>• Have the student complete the crossword puzzle review page in the Student Notebook.</li> <li>• Complete a Weather Watcher page for today.</li> </ul>		
<p><i>D.</i> Word Study</p>	<p><i>Blue Book:</i> Part 1, Lesson 1, Day 5</p>	<p><i>Red Book:</i> Lesson 1, Day 5</p>	<p><i>Yellow Book:</i> Lesson 1, Day 5</p>
<p>Enrichment Activities</p>	<ul style="list-style-type: none"> <li>• Include your Junior in any review activities from <i>Settlement</i> that you wish to do.</li> <li>• Listen to and learn the song, “We Love the U.S.A.,” from the <i>Wee Sing America</i> CD.</li> <li>• Demonstrate the size of the layers of the atmosphere by creating a scale model outside. Use a tape measure and chalk to mark the following distances to show the sizes of the layers in relation to each other and the surface of the earth. Mark a starting point to represent the surface of the earth. These are the elevations of each layer:                      Use a scale of 1 inch = 1 mile                     <ul style="list-style-type: none"> <li>• Troposphere: approximately 9 miles high (measure 9 inches beyond your starting point)</li> <li>• Stratosphere: 31 miles high (measure 1 foot, 10 inches beyond the top of your troposphere)</li> <li>• Mesosphere: 53 miles high (measure 1 foot, 10 inches beyond the top of your stratosphere)</li> <li>• Thermosphere: 372 miles high (measure 26 feet, 6 inches beyond the top of your mesosphere)</li> <li>• Exosphere: 6,200 miles beyond earth’s surface (imagine 485 feet beyond the top of your thermosphere—almost two football fields)</li> </ul> </li> <li>• Read a book about John James Audubon, and let your Junior draw or paint his own picture of a bird.</li> <li>• Massachusetts is the home of chocolate chip cookies and Dr. Seuss. Have a fun afternoon baking cookies and reading some Dr. Seuss books together.</li> </ul>		