



# **LIVING BOOKS CURRICULUM™**

*A Charlotte Mason education for the 21st century*

## SAMPLE FROM THE LBC TEACHING GUIDE

### **Greetings in the name of Jesus!**

This sample of the week-by-week portion of our teaching guide will give you an idea of the type of lessons and reading your child might do each week. However, since Living Books Curriculum is based on Charlotte Mason's methods for educating children, the lessons or reading assignments are a part of a larger picture of learning. "Education is an atmosphere, a discipline, a life," as Miss Mason put it. Imagine this week's sample work and the flex-week that follows as based on a home setting that supports learning, directs in the discipline of good habits, and guides the student to take up ideas that lead to a lifelong love of learning.

### **Planning for Learning™**

LBC has created a 36-week schedule divided into four terms. Each term is eight weeks of instruction, with the ninth as a "flex" week. The flex week permits the student to complete unfinished work, the teaching parent to assess learning through end-of-term narration questions, and also allows time for field trips. You can begin and end each term as best fits your schedule.

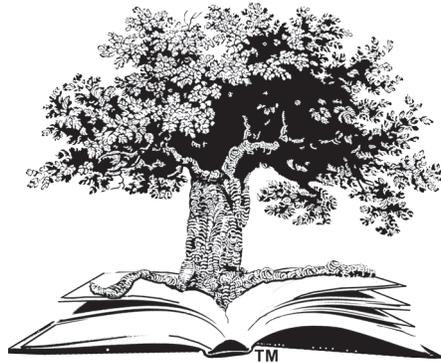
### **End-of-Term Narration Questions**

Each term is an eight-week period with the ninth week as a flex week to finish any unfinished work and to do "end-of-term narrations" with your child in order to assess learning.

The questions provided are meant to be suggestive; you may want to formulate questions that more closely reflect the work your child has done during the term. We include end-of-term narrations for two reasons. First, our research of Charlotte Mason's syllabi for the Parents National Education Union, used for over eighty years, showed that each term ended with "narrations" as a means of assessing student progress. Second, teaching parents who are using Living Books Curriculum have asked for assessment tools for their own planning and to demonstrate learning where necessary to state and local school officials.

### **To learn more about our methods and Charlotte Mason's work:**

[http://www.livingbookscurriculum.com/category/Teaching\\_Methods.html](http://www.livingbookscurriculum.com/category/Teaching_Methods.html)



**LIVING BOOKS CURRICULUM™**

# **Grade Two**

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## **Teaching Guide**

Revised 2011

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\* Grade Two 36-Week Planners are available as PDF files on the *Grade Two Resource CD*.

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## **Grade Two Resource CD**

### **Documents for Grade Two**

*Peeps at Many Lands: Ancient Egypt* Narration Notebook™

*Stories of American History* Narration Notebook™

Grade Two Science Support Materials (print entire document)

### **Maps and Flags for Grade Two**

U.S. Outline Map

U.S. Map with States

Ancient Egypt Map/Map of Egypt

### **Helpful Articles from Living Books Curriculum**

Charlotte Mason on Bible Study

Charlotte Mason on Transcription (Copy Work)

Charlotte Mason, Educational Reformer

Charlotte Mason's Twenty Principles

Making Books with Children

Dry Brush Technique for Nature Study

Picture Study: Teaching children to love great art

Seven Keys to Learning

Six Tools of Learning

Storytelling: The invisible gift

Successful Narration: Five tips for teaching your children the "art of knowing"

Suggestions for Better Penmanship

Teaching with Stories

Tips for Better Nature Journaling

The Royal Road to Spelling

Using a Book of the Centuries in Living Books Curriculum

Why Shakespeare for Christian Students?

### **LBC Templates**

LBC Grade Two Weekly Planner (in black & white or color)

LBC Nature Journal

Narration Notebook™

# **Part 1**

## **Living Books Curriculum Overview**

We believe that every child, regardless of sex, race, or circumstances is a gift of God and precious in His sight. We believe that the children educated through our curriculum will be the leaders and nation builders of tomorrow. We believe that these children will pass on the same academic excellence, sound moral character, and lifelong love of learning that they themselves enjoy.

Our educational philosophy combines what we feel is the best of Western educational methods with the wisdom of Scripture.

### **The Living Books Curriculum**

Our “literature-based, learn-by-doing” approach to education is expressed by the following guiding principles and teaching methods.

### **Seven Keys of Learning**

- Children are persons
- Children love to learn
- Learning requires a supportive atmosphere
- Orality is essential for literacy
- Learning occurs when there is active involvement
- Living ideas are the natural food of the mind
- The formation of effective habits leads to a productive life

### **Six Tools of Learning**

- Narration
- Literature
- Storytelling
- Nature Study
- Short Lessons
- Local resources

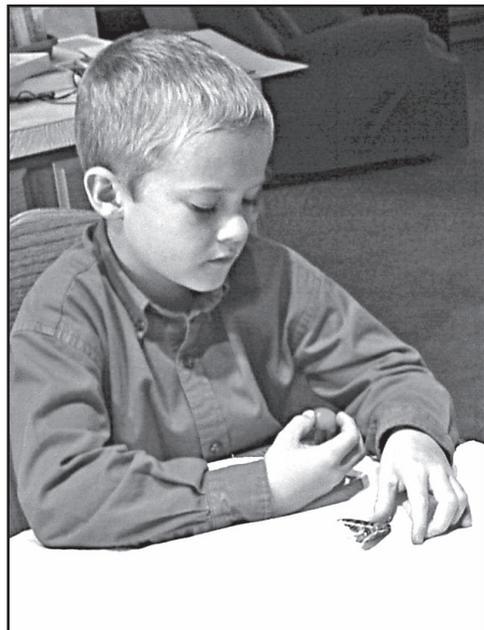
The curriculum includes the following subject areas: language arts, history (American history, world history), Bible study, geography, science, art, music, and nature study. The curricular tools and methods used to accomplish the learning in these areas are: classic literature, storytelling, active involvement, atmosphere, the out-of-doors, local materials, and local knowledge. Exercising orality (speaking and listening) is a foundational concept, as is the use of great literature and hands-on work.

## Application of Living Books Philosophy

The curriculum is based primarily on the educational philosophy of Charlotte Mason. The world’s great literature and real life experiences are the primary resources for instruction. In addition, Sheila Carroll’s work with literacy has led her to develop a strong use of oral language skills (orality) to foster literacy and learning.

The “literature-based, learn-by-doing” approach of Charlotte Mason was widely used in England until the 1960s and is enjoying a revival among homeschooling families and educational institutions in England and the United States. This method requires no textbooks and few materials beyond high-quality literature, a teaching manual, basic supplies, and a heart for children.

In addition, the curriculum draws on the work of other educational leaders such as E.D. Hirsch, founder of the “Core Knowledge” movement and author of the *What Every Child Should Know...* series (Dell Publishing, 1994-2004). Also, William Bennett, former Secretary of Education and author of *The Educated Child* (The Free Press, 1999), and High Scope Foundation [www.highscope.org](http://www.highscope.org). These resources have aided us in determining the basic requirements for each grade level.



NATURE STUDY: Josh observing a hummingbird moth.

## Term One • Week 1

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### Bible Study

#### Heroes of the Faith

 *Hero Tales*: In this book you will read four biographies in eight weeks, then skip Week 9. This week read Gladys Aylward: “The Small Woman,” p. 9; “Not Good Enough,” p. 11.

#### Scripture Memorization

Memorize *Psalm 1*.

**Parent Note:** Your child will memorize one piece of Scripture per term.

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### Mathematics

Space is provided for lesson notes for the mathematics program your family has chosen.

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### Language Arts

#### Reading Fluency

**Parent Note:** Read notes on reading instruction in Language Arts portion of Part 2: *Notes for Grade Two*. If your child is ready to gain fluency in reading, to begin use *Ready ... Set ... Read!*. Your child should read aloud at least once a day to gain fluency. After completing *Ready ... Set ... Read!* Move on to books found in your library that are Level 1 or 2.

If your child is beyond this stage, you should have him read aloud each day from books appropriate for his reading level.

#### Storytelling

Be sure to read the article on Storytelling found on the *Grade Two Resource CD* before beginning. Decorate a “Story Box” (see Notes below for directions).

 *Three Billy Goats Gruff and Other Stories to Read Aloud*: “Three Billy Goats Gruff,” p. 1. Read aloud and have your child retell story using stuffed animals as characters. Help with any missing parts, but not too much!

#### Penmanship

 *Italics: Beautiful handwriting for children*: If your child used this book in Grade One, then spend some time reviewing Lessons 1-14 and begin regular copy work when you feel your child is ready. The copy work can come from Scripture or other stories your child is reading.

Week 1, continued

If you are just beginning to use this book, read Part 2: *Notes for Grade Two* and the article “Suggestions for Better Penmanship” on the *Grade Two Resource CD*; each is essential for a successful start. Then go at your child’s own pace. Spend no more than ten minutes a day, less if your child is just beginning.

### Poetry

 *Favorite Poems of Childhood*: Read “The Dinky Bird,” p. 2; “My Shadow,” p. 43; “The Owl and the Pussycat,” p. 46. Look up and explain: *mince*, *quince* and *runcible*. Also, see notes on Poetry in Part 2: *Notes for Grade Two*.

### Read Aloud

 *Too Much Salt and Pepper* and *How’s Inky*: Read both books this term. Read-aloud time is best done in the afternoon or evening, after academics are done. When these books are completed, refer to the *Enrichment Reading List for Grade Two* for suggestions for more books to read aloud.

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## Science

### Term One: Life Science

This term your child will learn about seeds, the growth cycle of plants, and how plants produce seeds.

You will need:

- Various dry beans—Lima, white, etc.
- A melon, cucumber
- Selected nuts in the shell—e.g. walnuts, unshelled peanuts, acorns
- Various fruits with seeds—e.g. apples, peaches, seeded grapes.
- Read the instructions at the end of *From Seed to Plant* in preparation for growing a bean plant.

#### What is a seed?

Your child will explore the makeup of a bean and see that it is a seed. Later, your child will have an opportunity to grow a bean plant. The goal is to learn how plants grow, the parts of the plant and to observe plant growth by keeping a growth chart.

## Week 1, continued

- **IMPORTANT:** you will find instructions for this activity and many others in Grade 2 Resource CD under “Grade Two Science Support Materials.” Print the entire document and place it in a three-ring binder. You will refer to this document several times during the year. Read ahead to learn what materials you need.

 *From Seed to Plant:* (read all).

Activity #1: “Is a Bean Alive?” Materials needed: dried lima beans, metal sharp knife, and magnifying glass. Directions found under “Grade Two Science Support Materials” on Grade 2 Resource CD.

Activity #2: Learn the parts of a seed. See “Is a Bean Alive?” and use the simplified diagram to learn the terms..

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## Nature Study

**Parent Note:** The focus for Term One is plants and their flowers, correlating with Science. *Handbook of Nature Study* describes many of these on pages 453-458. The author introduces the subject by saying, “The only right way to begin plant study with young children is through awakening their interest in and love for flowers.” Keep this in mind as you go through the term. Look for opportunities to share your delight in flowers. It will be catching! Your child will be asked to identify and describe five plants by the end of Term One. *Handbook of Nature Study* has lessons and questions to help in discussing and discovering with your child.

This focus for Nature Study is meant as a suggestion. If the sun is shining, the snow newly fallen, or some other wonderful natural event occurs, gather your children and head outdoors to enjoy what God has made. On pages 1-23 in *Handbook of Nature Study* is “The Teaching of Nature-Study.” Read these pages and you will find a fund of information to get the most out of this remarkable book. As you discover different plants around your home and neighborhood, have your child draw or paint their likeness in his Nature Journal.

Plan outdoor activities during the afternoon when schoolwork is completed. By this we mean: get your child in the outdoors as often as possible. Charlotte Mason recommended 2 to 2½ hours per day. At least once a week, plan a nature walk and make an entry in the Nature Journal using the dry brush method.

This week begin a Nature Journal. Have your child color and decorate the title page. During the nature walk, identify as many invertebrates as possible and have your child record in journal.

Week 1, continued

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## Music/Composer Study

 *The Story of the Orchestra*: Read “Orchestra Bob,” pp. 7-9. Listen to track 1. Read about Richard Wagner, pp. 24-25.

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## Geography

See notes on Geography in Part 2: *Notes for Grade Two*.

 *Colonial Women*: Read p. 4. Explore the map of thirteen colonies (e.g. count them, name them) then find the colonies on a map of the United States. Point out that all thirteen are on the Atlantic seaboard. Talk about why that is (the early explorers came from Europe and this was the first stop).

 *United States Coloring Book*: Color your home-state pages and discuss what the pictures mean. Also, make a copy of the US map on the *Grade Two Resource CD*, and each time your child completes a state, have him color it and write in the initials of the state.

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## World History

 *The Egyptology Handbook*: This week read “A Chronology of Egyptian History” (in the Appendix) and Lesson 1, “The Origins of Egypt.”

**Parent Note:** This book will be read weekly until Week 33 of Term Four. There are 30 short chapters (called *lessons* in the book); LBC suggests your child complete eight lessons for the first three terms (24 lessons in all). The remaining lessons should be done in Weeks 28 through 32.

 *Peeps at Many Lands: Ancient Egypt*: Read chapters 1, 2 and 3. Use the Narration Notebook™ to transcribe oral narrations.

Each week your child will add to his specific knowledge of the history of Egypt as well as learn of the life of the people. Each lesson has a short activity for you and your child to complete.

Week 1, continued

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## American History

 *American History Stories, Volume II: Causes of the Revolution; the Stamp Act.*

 *The Courage of Sarah Noble: Read the book this week.*

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## Picture Study

 *Come Look with Me: The artist at work: The Artist in His Museum*, p. 8. Take ample time to explore the picture, then read and discuss the questions. During the week leave the picture out where all can enjoy it.

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## Art

 *Favorite Poems of Childhood* reread “The Owl and the Pussycat,” p. 46, and have your child draw and color his own version of the Owl and Pussycat. Remind him the boat is pea-green. Have your child copy the title of the poem onto the picture.

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## Notes

### Story Box

Make a simple container for all the story props your child will make this year. Use a shoe box or small cardboard box and wrap with aluminum foil or other paper. Decorate with storybook characters.

## Week 2

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### Bible Study

#### Heroes of the Faith

 *Hero Tales*: Read “The Official Foot Inspector,” p. 14; “The Man with the Axe,” p. 17.

#### Scripture Memorization

Continue with *Psalms* 1.

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### Mathematics

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### Language Arts

#### Reading Fluency

**Parent Note:** Read *The Three R's*, pp. 29-38 for more helps in reading fluency.

For fun and language recognition, practice one or more of the rebus stories at the back of *Ready ... Set ... Read!* (A rebus is a picture/ word puzzle in which you substitute the word for the picture as you read.) If your child enjoys rebus stories there are many to download at [www.enchantedlearning.com/Rhymes.html](http://www.enchantedlearning.com/Rhymes.html). They are excellent for practice in reading.

#### Storytelling

Make a story map of “Three Billy Goats Gruff.” On a large sheet of paper have your child put all the parts of the story in one picture so he can retell it from the picture (stick figures are just fine for this activity). Have him retell story. Put title at top and save in the Story Box.

#### Penmanship

 *Italics: Beautiful handwriting for children*: Practice in Lessons 1-14 and have your child do copy work. Suggestions for copy work are in *Italics: Beautiful handwriting for children*.

#### Poetry

 *Favorite Poems of Childhood*: Read pp. 1-2.

#### Read Aloud

 *Too Much Salt and Pepper* and *How's Inky*: Read both books this term. Read-aloud time is best done in the afternoon or evening, after academics are done. When these books are completed, refer to the *Enrichment Reading List for Grade Two* for suggestions for more books to read aloud.

Week 2, continued

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## Science

 *Seed-Babies*: “Beans” and “Sweet Peas” (pp. 1-14 and 15-18).

Activity #1: Take up *From Seed to Plant* and follow the instructions for growing a bean plant given at the end.

Activity #2: Set up the observation chart (Grade Two Science Support Materials) and discuss how with your child how best to study the bean plant.

Activity #3: This activity can take the place of your Nature Walk—Take three or four small plastic bags, a marker and go outside (even if the weather isn’t great). See how many seeds you and your child can find in the yard or nearby. Collect samples of each seed, noting the plant on the plastic bag with the marker. Save for later in the term.

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## Nature Study

Plan outdoor activities during the afternoon when schoolwork is completed. Charlotte Mason recommended 2 to 2½ hours per day. At least once a week, plan a nature walk and make an entry in the Nature Journal using the dry brush method.

Read “How to Teach the Names of the Parts of a Flower...” in *Handbook of Nature Study* (p. 456). Bring a flower into the house and display it on the kitchen table. As you are using the table, point out the names of the parts of the flower.

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## Music/Composer Study

 *The Story of the Orchestra*: Read “Baroque Period,” p. 73; Vivaldi, p. 14; and Bach, p. 15. Listen to tracks 2 and 3.

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## Geography

 *United States Coloring Book*: Start at beginning of book, color and discuss 1 or 2 states. That is, you will alternate first one then two states per week. Plan to complete the book by Week 34. Begin with one state this week.

Week 2, continued

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## World History

 *The Egyptology Handbook*: Read Lesson 2, “The Old Kingdom,” as well as “A Brief History of Egyptology” (in the Appendix).

### Read aloud

 *Peeps at Many Lands: Ancient Egypt*: Read chapters 4 and 5. Continue transcribing your child’s oral narrations.

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## American History

 *American History Stories, Volume II*: Behavior of the Colonists; Daughters of Liberty.

 *Colonial Women*: Read pp. 4-7; Review thirteen colonies map, p. 4. Talk about vocabulary words in bold face. Trace and color the map of Thirteen Colonies on p. 4.

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## Picture Study

 *Come Look with Me: The artist at work*: review the picture from last week, *The Artist in His Museum*, p. 8. Close book, and have your child narrate from the picture.

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## Art

 *Art Basics for Children: ABCs of art*: “Basic Shapes.” Draw shapes in sketchbook. Make copies of shapes in the book and cut out, and then demonstrate to your child how an oval becomes a cone, a square a cube. Do “Learning Basic Shapes.” If your child has difficulty with this as a two-dimensional project, first cut out shapes and assemble.