



# Living Books Curriculum

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

*A Charlotte Mason education for the 21st century*

## SAMPLE FROM OUR TEACHING GUIDE

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

This two-week 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 Ms. 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 uses 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/teachingmethods-intro.htm>

### ***To Contact Us:***

[lbcinfo@livingbookscurriculum.com](mailto:lbcinfo@livingbookscurriculum.com)

## Week 8

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### Christian Studies

#### Bible Study

Old Testament: Read *1 Samuel*, chapter 17.

New Testament: Read *Matthew*, chapter 7.

Have your student narrate after each reading.

#### *Pilgrim's Progress*

Continue reading stages 1 and 2 and making entries in the Heroes of the Faith Literature Journal.

#### Heroes of the Faith

 *Thunderstorm in Church*: Continue reading and make an entry in the Heroes of the Faith Literature Journal.

#### Practical work

Use this space to note what practical work your child will do this week.

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### Language Arts

#### Storytelling

Plan a 30-minute period for learning and practicing “David and Goliath”. Check your library for storytelling CDs and DVDs to learn more about the art of storytelling.

#### Poetry

 *100 Best-loved Poems*: Read “To a Mouse”. Robert Burns uses the Scottish dialect; take time to learn to speak the poem in dialect with your child. See book for notes on poem.

#### Written Narration

Plan two or three written narrations this week. Choose the books from which your child will write the narrations and notes the title and chapters in this space.

WEEK 8—continued

### Dictation and Spelling

Select a paragraph from your student's readings this week. Introduce it at the beginning of the week for study and dictate it at the end. Note any misspellings and add to a spelling list for a quiz the following week.

### Copywork

Have your student select a poem, Scripture or other text for transcription in his best handwriting.

**Quote:**

*That best portion of a good man's life,  
His little, nameless, unremembered acts of kindness and of love.*  
—William Wordsworth

### Recitation

Plan two periods each week of approximately twenty minutes for practice in memory work. Note the work your student will do below.

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## Science

 *Prudence and the Millers*: Read chapter and do lesson 14.

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## Nature Study

Plan outdoor activities as often as possible during the afternoon when schoolwork is completed. At least once a week, plan a nature walk and make an entry in the Nature Journal using the dry brush method.

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## American History

 *Annie Oakley Young Markswoman*: Read pp. 149-192.

**Activity:** Have a movie night and watch *Annie Get Your Gun*. The 1946 musical is very loosely based on Oakley's life.

WEEK 8—continued

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## World History

 *The Awakening of Europe*: Read chapter 11.

 *Who in the World was the Forgotten Explorer?: The story of Amerigo Vespucci*: Read the book in its entirety.

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## Geography

Mark on the appropriate maps the places where prominent people lived or important events occurred.

*Mapping a Changing World*: Make a map of an imaginary place. Use a brown paper sack. Cut it so it lays flat, then draw with markers and whatever else suits your fancy. Think big! When you have finished your map, use vegetable oil on a rag and rub on the reverse side of the map—this will make it look really old.

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## Picture Study

Continue studying *Lady with an Ermine*.

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## Composer Study

 *George Frideric Handel: Composer of Messiah*: Continue to read.

Plan to listen two times each week. Refer to the “Music Study Schedule” found in Part 4, *Grade Five Support Materials* for music sources.

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## Handicraft

Record your child’s progress here.

WEEK 8—continued

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**Book of the Centuries**

Continue updating the timeline based on readings.

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**Other Coursework**

## Week 9 • Flex Week

**Parent Note:** The following end-of-term narration questions are addressed to your child, rather than to you as the teaching parent. This allows you to have an idea of how to phrase the questions. Feel free to adapt them to your particular circumstance.

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### Christian Studies

#### *Pilgrim's Progress*

Using the map created during this term, narrate Christian's journey thus far.

#### **Heroes of the Faith**

Read several favorite entries aloud from your Heroes of the Faith Literature Journal. Tell why you feel good about each entry.

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### Language Arts

#### **Storytelling**

Tell "David and Goliath" to listeners who have not yet had an opportunity to hear it (at church perhaps).

#### **Poetry**

Choose your favorite poem this term, read it aloud, and explain fully what it means and why you like it.

#### **Written Narration and Recitation**

Look over narrations done this term, choose your best and say why. Recite the piece you prepared this term.

#### **Dictation and Spelling**

Do one unstudied dictation from readings for this term. Evaluate it with your child. Add any misspellings to future spelling list. Give a review spelling test of some of the words studied this term.

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### Science

Using the photocopy of "Your Skeleton" and ask your child to identify the bones (chapter 4).

Name the five brushes Laura learned about and explain and why and how we use them (chapter 6).

WEEK 9 • Flex Week—continued

Using the drawing of the human eye from the notebook, have your child explain the functions of the cornea, retina, and lens (chapter 8).

Sharon cooked a healthy meal for her family. Have your child plan and prepare one or more meals and be able to explain why the food choices are healthy (chapter 10).

Using the picture on p. 32 of the workbook, ask your child to explain how we breathe.

Using the picture of digestion your child drew in Week 7, ask him to identify the parts of the body used for digestion and explain how digestion takes place (chapter 13).

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## Nature Study

Share the Nature Journal with an adult, other than the teaching parent.

Describe three flowerless plants studied this term.

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## American History

Explain what it was like to be an immigrant child. Where did most of the children come from? Why was life so hard? What is the “Child Labor Law”?

Tell about the person who inspired Laura Ingalls Wilder to begin writing (chapter 16, *Laura...*).

Tell about life with Almonzo (Manly) at Rocky Ridge Farm (chapters 12 & 15, *Laura...*).

Annie Oakley was unique in history for her skill as a markswoman. Tell the story how Annie got her gun. Tell how she met Frank Butler and what happened after they married that led to Annie meeting the Queen.

Using *Old-Fashioned Farm Life*, choose several pictures and explain what the farmer and his family are doing. Explain why these activities were necessary for life on the farm.

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## World History

What was the Renaissance? Tell about some of people who lived during this time period. (p. 4, *Amazing Leonardo daVinci...*)

Who was Amerigo Vespucci? Tell about his travels and what he did. (*Who in the World was the ...*)

WEEK 9 • Flex Week—continued

Erasmus was the man who “laid the egg Luther hatched”. Tell what “egg” Erasmus laid and why it was important to Martin Luther. (*The Man Who Laid the Egg*)

Tell the story of daVinci and the shield he created for his father. (pp. 43-44, *Amazing Leonard daVinci...*)

Explain in your own words what William Tyndale was trying to do with the Bible in England. Give examples of people who helped him and people who were against him. (*The Bible Smuggler*).

Explain what Martin Luther did that was so important for Christians. Explain the purpose of the 95 theses (*The Awakening of Europe*).

What did Martin Luther mean when he said, “...picture the Bible to be a mighty tree and every word a little branch”. What did he want people to do for themselves?

Explain with examples from the book, what Martin Luther’s son Hans meant when he said, “I don’t have to be like Father when I grow up. I only have to be like me, myself, the way God intended me to be” (*Thunderstorm in Church*).

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## Geography

Using the maps created during the this term, demonstrate the following:

Show on the map where Luther, Tyndale, and Erasmus lived, and explain their influences on each other.

Show on a map the places Laura Ingalls traveled with Ma and Pa Ingalls and tell a little about what happened in each place.

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## Picture Study

Choose your favorite picture by daVinci and tell all you know about it and the painter.

Tell a story about the painter from *Amazing Leonard daVinci...*

WEEK 9 • Flex Week—continued

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## Composer Study

Have your child listen again to two of the works of Handel, then have him identify each, tell a little about their reasons for being written, and the way Handel composed.

“I Know That My Redeemer Liveth”

*Water Music*

*Suite in D Minor*

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## Handicraft

Review your child’s progress. Let him share an item he has created with someone.

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## Book of the Centuries

Review work done during the term and enjoy your child’s progress.

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## Other Coursework



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