

Let's sneak a peek inside the Bigger Hearts for His Glory Teacher's Guide!

A A biographical approach to American history uses engaging true stories as read-alouds four days in each unit. The fifth day in each unit is used for creating a history notebook entry.

F Three days in each unit are devoted to spelling or dictation. Cursive handwriting practice is scheduled daily. Daily grammar and writing lessons are planned using the text *Preparing to Build: English 2* or *Beginning Wisely: English 3*.

B Hands-on art, history, timeline, vocabulary, narration, and geography activities rotate through this box in the plans of each unit. These coordinate with the history stories.

G Real books are at the heart of our reading plans. For an emerging reader, follow the schedules in the Emerging Reader's Set 1 or Set 2. For an independent reader, use *Drawn Into The Heart of Reading*.

Learning Through History

Unit 1 - Day 1
Focus: Columbus Discovers America

Reading About History

Read about history in the following resource:
★ *A First Book in American History* Chapter 1: p. 1-3

Key Idea: Columbus believed the Earth was round. He wanted to find a faster route to get to China in Asia. Columbus believed he could reach China by sailing west across the Atlantic Ocean. This was a brave, new idea.

Poetry

Read aloud the poem "Four by the Clock" (see Appendix) to the students. After reading the poem, point out the special words defined at the bottom of the poem. Discuss any other words in the poem that the students may not know. Read the poem again with the students.

Key Idea: Read and appreciate a variety of classic poetry.

Geography

Say, *A globe is a model of the Earth. It is much smaller than the Earth, but it is the same shape as the Earth. The Earth is made up of land and water. The land consists of seven continents. What is a continent?* (A large body of land surrounded by water.)

Say, *Find North America. Trace the outline of it with your finger. Repeat this tracing activity with South America, Africa, Australia, Europe, Asia, and Antarctica.*

Ask, *On which continent is Portugal found? (Europe) Which continent did Columbus want to reach by sailing from Portugal across the Atlantic Ocean? (Asia) Which continents were in Columbus' way of reaching China by sailing west? (North America and South America) Do you think the explorers in Columbus' time knew there were seven continents? Why, or why not? How many oceans are there in the world? Outline the four oceans with your finger. Have students outline the Pacific, Atlantic, Indian, and Arctic Oceans. Ask, Which ocean is the largest? (Pacific Ocean) Do you think the explorers in Columbus' time knew there were four oceans? Why, or why not? What would it be like to sail away on an ocean if you didn't know the size of it or the distance to land?*

Key Idea: Maps in Columbus' time looked very different from the maps we have now. Explorers were still learning about the Earth, so maps were not accurate.

Bible Study

Open to Unit 1 of *Scripture Copywork: Verses from Proverbs*. Say, *In this unit, you will be studying the character trait persistence. What does it mean to be persistent? Next, read aloud Proverbs 2:3-5 in Scripture Copywork: Verses from Proverbs Unit 1 or in your Bible. Say, This is the memory selection for this unit. In Proverbs 2:3, who are you supposed to ask for insight and understanding? How does Proverbs 2:3 say you should ask God for these things? Why would it take persistence to look for silver or search for hidden treasure? If you are persistent in calling out to God, what does Proverbs 2:5 say you will find? Does everyone find the knowledge of God? Why, or why not? Say the verses together 3 times. Add hand motions to help students remember the words.*

Key Idea: Columbus went to Portugal to persistently pursue his dream of finding a new route to Asia.

Picture the Past

Read aloud *The Discovery of the Americas* p. 3-9. Then, orally discuss questions 1-2 on the *Visual History Bookmark*.

Note: Scientists don't agree on how or when the Ice Age occurred on Earth, nor do they agree when the first people arrived in the Americas. The Bible doesn't specifically date these two events either. You may discuss or omit the years given as guesses on p. 5 and p. 7.

Learning the Basics

Unit 1 - Day 1
Focus: Language Arts, Math, and Science

Language Arts

Have students complete **one** of the cursive handwriting options below.
★ *Cheerful Cursive* p. 1 or *Italic D* half of p. 2

Complete **one** of the English options below.
★ *English 2: Unit 1 - Lesson 1*
★ *English 3: Unit 1 - Lesson 1*

Choose **either** the Unit 1 spelling list or the first dictation passage (see Appendix for lists and passages). If you choose the spelling list, write each spelling word on a separate index card. Guide students to study each card one at a time, flip it over, write the word from memory on paper, flip the card back over to check the spelling, and erase and correct any mistakes. If you choose dictation, follow the directions in the Appendix for dictation.

Key Idea: Practice language arts skills.

Storytime

Choose at least one biography to read aloud for the next 20 days of plans (see Appendix for suggested titles).

To introduce the genre, *Biography*, have students take turns finishing the following sentences: *My favorite thing to do is _____. I felt nervous when _____. I am looking forward to _____. I wonder about _____.*

Say, *A biography is a true story of a person's life written by another person. Just like we learned about you as you shared about yourself, we can learn about others by reading about their lives. Read a portion of the biography you chose.*

Key Idea: Introduce the genre: *Biography*.

Reading Choices

Choose **one** of the reading options listed below (see Appendix for details).
★ *Emerging Reader's Set 1*
★ *Emerging Reader's Set 2*
★ *Drawn into the Heart of Reading Level 2/3*

Key Idea: Use a guided reading program.

Math Exploration

Choose **one** math option listed below.
★ *Singapore Primary Mathematics 2A/2B or 3A/3B*
★ *Apologia Math Level 2 or Level 3*
★ *Math with Confidence Level 2 or Level 3*
★ *Your own math program*

Key Idea: Use a guided math program.

Science Exploration

★ Read aloud *Karl, Get Out of the Garden* p. 4-15. Next, have students orally narrate or retell the portion of today's text that was read. Use the following oral narration prompt: *Tell about Karl's childhood and school years. Use the Narration Tips in the Appendix as needed. Then, read aloud "A Note About Names" on p. 42 - top of p. 43 of Karl, Get Out of the Garden.*

Key Idea: As a child, Karl Linne loved learning the names of plants and bugs in the garden. In school, he used plants to cure ailments. Karl wanted clear, simple names for the plants and

C Classic poems are used for copywork, vocabulary study, poetry lessons, choral reading, and enjoyment.

H Explore nature, delve into pioneer times and farming, and study the ocean realm. Sketch creatures, practice narrations, make Bible connections, and complete copywork in our *Living Science Nature Journal*. Also, perform Creature Crew experiments and activities.

D In each unit, use *Scripture Copywork: Verses from Proverbs* to memorize a verse from Proverbs, copy it, and study a matching Godly character quality. Also, hear a devotional and discuss a Bible passage that corresponds with the history stories.

I Nine different types of literature are studied within the storytime box of the plans. Lessons on genres, story elements, narration, and Godly character traits are included in each unit.

E Daily readings from beautiful living picture books work alongside the history spines to help students picture the past. Coordinating bookmarks add questions and a mystery picture activity.

J Choices for math include Level 2 or 3 of *Singapore Math*, *Apologia Math*, or *Math with Confidence*. A schedule for *Singapore 3A/3B* is provided in the Appendix. The other programs each have their own schedule and activities.