



WEEK 1: Prehistory & Archeology (optional weekly schedule)

	Day 1	Day 2	Day 3	Day 4	Day 5
<i>Lit & Poetry</i>	Nadia Knox, ch. 1 Vocabulary Spell Book (VSB)	Nadia Knox, ch. 2 VSB Poetry of Sci., p. 13	Nadia Knox, ch. 3 VSB Poetry of Sci., p. 13	Nadia Knox, ch. 4-5 Poetry of Sci., p. 13	Nadia Knox, ch. 6-7 Poetry of Sci., p. 13
<i>Writing/ Lang. Arts</i>			Optional Activity		
<i>Art & Music</i>		BB Opera, pp. 6-14		Watch videos	
<i>Geo, S.S. & History</i>	CCA, ch. 1 Archeologists Dig for Clues	WWBH pp. 4-9 TAW pp. 4-13	WWBH pp. 10-21	WWBH pp. 22-33	WWBH pp. 34-43 WoE, pp. 6-9
<i>Math</i>					
<i>Science</i>		SCI Level 1, BDK		SCI Level 1, Sound, Sess. 1	
<i>Myth & Legend</i>	Maybe Yes, Maybe No pp. 7-35	Maybe Yes, Maybe No pp. 36-45	Maybe Yes, Maybe No pp. 46-61	Maybe Yes, Maybe No pp. 62-80	WM & L pp. 1-5 GAW pp. 6-7 + 28-31

If including optional extensions, check for supplies.

Week 1 Learning Partner Prep

Look over the Literature Primer (separate file) and all extensions and decide if you will be participating. Add any needed supplies to the list below. Prepare materials for SCI.

Week 1 Activity Supplies

Optional activity: Graph paper, white drawing paper, ruler (optional)

Science: Check SCI.





Week 1—Checklist

Prehistory & Archeology

Reminder:

- 📋 Check the literature primer for this week's read aloud

Literature & Poetry

- 📋 Read *Nadia Knox*, ch. 1
- 📋 Read *Nadia Knox*, ch. 2
- 📋 Read *Nadia Knox*, ch. 3
- 📋 Read *Nadia Knox*, ch. 4-5
- 📋 Read *Nadia Knox*, ch. 6-7
- 📋 Pantomime Poetry: *Poetry of Science* p. 13, "Step Outside. What Do You See?"

💡 *In Level 1, Pantomime Poetry is an introduction to making poetry fun and working on memorization. Many learners will not be able to accomplish full memorization at this stage, and that is OK! Be sure to have fun, be creative, and let them really perform, if they wish. Alternately, they might prefer to sing the poems or dance around as they work on reciting them. Join in! As long as they are being exposed to poetry and making fun memories in the process, they are developing an appreciation for this art form and working on their memory and recall skills, while also getting a little movement in and learning about science.*

- 📋 ⚡ Complete 3 pages of the Vocabulary Spell Book

Writing/Language Arts

- 📋 ⚡ Optional: complete writing activity, "Excavation Journal" (See p. 26)

Art & Music

- 📋 Read *The Barefoot Book of Stories from the Opera*, pp. 6–14, "Introduction," "At the Opera," "Behind the Scenes," and "On the Stage"
We will be reading a more in-depth and fun book about everything that goes into putting on an opera next week. This week the goal is to simply introduce opera and have them watch a short and fun clip so they get excited about learning more.
- 📋 Watch [Sesame Street: People in Your Neighborhood - Opera Singer](#) to learn what an opera is and what an opera singer does, then watch [Kids Meet an Opera Singer](#) (HiHo Kids)

💡 *A quick note: The first 2-3 weeks of any level are typically fairly full because we are on-boarding a lot, so it can be helpful to spread the first couple weeks out over 4-6 weeks. Things will slow a bit and you will find more of an ease once you find your rhythm, after the initial couple weeks of introductions. The book "When We Became Human" can be omitted for those familiar with prehistory, and those that will be taking part in a prehistory unit at some point.*





Social Studies & History

- 📄 Read *Curiosity Chronicles: Snapshots of Ancient History*, ch. 1
- 📄 Read *Archeologists Dig for Clues* OR *Kid Scientist: Archeologists on a Dig*
- 📄 Read *When We Became Human*, pp. 4-9

🗨️ *While reading, note how science evolves with new data and discoveries that change what we know. Explore the research as recent as 2017 that changed our understanding of the age of Homo sapiens with a find in Morocco. Start [here](#) to research and discuss the importance of using trusted academic sources and how we can determine if a source is a good one. If you are replacing this title with "Live Like a Hunter Gatherer," read 5 2-page sections each scheduled day.*

- 📄 Read *Tales of Ancient Worlds*, pp. 4-13, "Welcome to the Ancient World" through "The Family of Shanidar Cave"
- 📄 Read *When We Became Human*, pp. 10-21
- 📄 Read *When We Became Human*, pp. 22-33
- 📄 Read *When We Became Human*, pp. 34-43
- 📄 Read *When on Earth*, pp. 6-9, "Ancient Times," and "Out of Africa"

🗨️ *This book will be scheduled in Levels 1-4. Different ages will get different things from it, but no matter the age it is a great visual resource for a big-picture perspective. Observe and quickly read through the timelines on pp. 6-7. This will give an overview of some events we will be discussing throughout the year. Mark and refer to this page often to help keep events in order. Teaching ancients by civilization as opposed to timeline tends to confuse learners into thinking Cleopatra existed at the same time as the Great Pyramid, but they were thousands of years apart! The exact dates are not important at this stage, but creating understanding of chains of events and span is helpful. You are not expected to read every informational set of text. On pp. 8-9 read the "Out of Africa" introduction, then follow the trails to explore current ideas about how Homo sapiens spread throughout the world. Read only the blurbs that interest your learner. Discuss the new discovery in Morocco and how that might change this map. Then read over this [article](#) about the find in California that gave scientists insight into human activity in North America 100,000 years before they originally thought!*

Math



Science

- 📄 Complete SCI Level 1, "Baloney Detection Kit"
- 📄 Complete SCI Level 1, "Sound" Session 1: Vibration

Myth & Legend

- 📄 Read *Maybe Yes, Maybe No*, pp. 7–35

🗨️ *The goal here is to teach healthy skepticism, not harsh judgement against others, so the tone in which you read this will have a great impact. This book includes a small section that questions aspects of religion on pp. 42-44.*

- 📄 Read *Maybe Yes, Maybe No*, pp. 36-45
- 📄 Read *Maybe Yes, Maybe No*, pp. 46-61
- 📄 Read *Maybe Yes, Maybe No*, pp. 62-80
- 📄 Read *World Myth & Legend*, pp. 1-5
- 📄 Read *Gods of the Ancient World*, pp. 6-7, "Why Do Humans Tell Stories?"
- 📄 Read *Gods of the Ancient World*, pp. 28-31, "The Chameleon and the Lizard"





Extensions







Learn more

Read *There's a Dragon in My Garage!: A Critical Thinking Tale* by J.R. Becker (Anabelle & Aiden) This title is a wonderful compliment to *Maybe Yes, Maybe No* and can also serve as an alternate for families that prefer a different take on critical thinking. It is inspired by an excerpt from Carl Sagan's *Demon Haunted World* and walks kids through an encounter with a friendly neighbor who wants to be a part of the fun, but isn't sure how to tangibly help, so they offer only fantasy solutions.



Explore more short opera videos from the [English Touring Opera](#) on Youtube. They even have a 7-part opera singing training series for kids!

Wk. 1 Enrichment Extensions






Books

-  Sharuko
-  Lands of Long Ago (Spot the Mistake)
-  *This book can be used throughout the year with each ancient civilization.*
-  So You Think You've Got it Bad? A Kid's Life in Prehistoric Times
-  Dinosaur Lady: The Daring Discoveries of Mary Anning
-  Amazing Treasures (Our Amazing World)

Older Learners

-  Fossil Hunter: How Mary Anning Changed the Science of Prehistoric Life
-  Accidental Archaeologists by Sarah Albee

Media/Movies

-  Watch this [Cartoons for Kids](#) video explaining the different parts of a nonfiction book.
-  Explore prehistoric life with [BBC Nature](#). Allow your learner to choose topics they find most interesting.
-  [Another Day in History: Opera](#)
-  [5 Epic Opera Performances You Must Hear](#) by Two Set Violin
-  [Ice Age Mummies Frozen in Time](#) (TED-Ed)

Activities

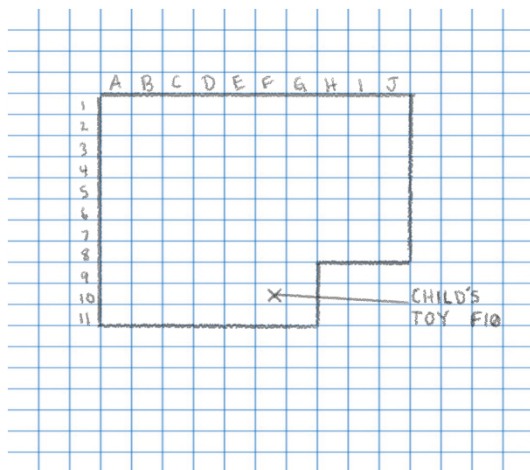
-  Dancing Bear fossil dig kit

* Please vet all movies prior to viewing with your learner for appropriateness.





Optional Extension: Excavation Journal




Create an excavation journal entry using one sheet of graph paper folded in half and a sheet of white drawing paper. On the top half of the graph paper, they will need to draw a general outline of their home's foundation, labeling the top and sides of the foundation with letters and numbers, respectively (as shown).

Ask your learner: If an archeologist 1,000 years from now were to find an item you love very much, what would it be? Many children will have trouble narrowing this down, so it can be helpful to help them think through some of their most used items by saying, "I observe that you spend a lot of time with _____, might that be a good choice?"

Once they have decided on the item, help them decide where the archeologist might find it based on where it is most often in the house. Then locate that position within their drawn house foundation and mark it on the plot map with an "x," then label it in general terms (e.g., child's toy, child's doll, child's blanket, etc.) Help your learner observe how the letter and number labeling system on the graph makes it easy to reference where on the plot an item was found. Display to them that if you locate the item, then follow it straight up, you will land on a letter. Relocate the item and go straight to the left and you land on a number. This gives you a letter and number combo to reference for all finds, so anyone who reads your plot map can figure out where items were excavated and reference their location when it matters.

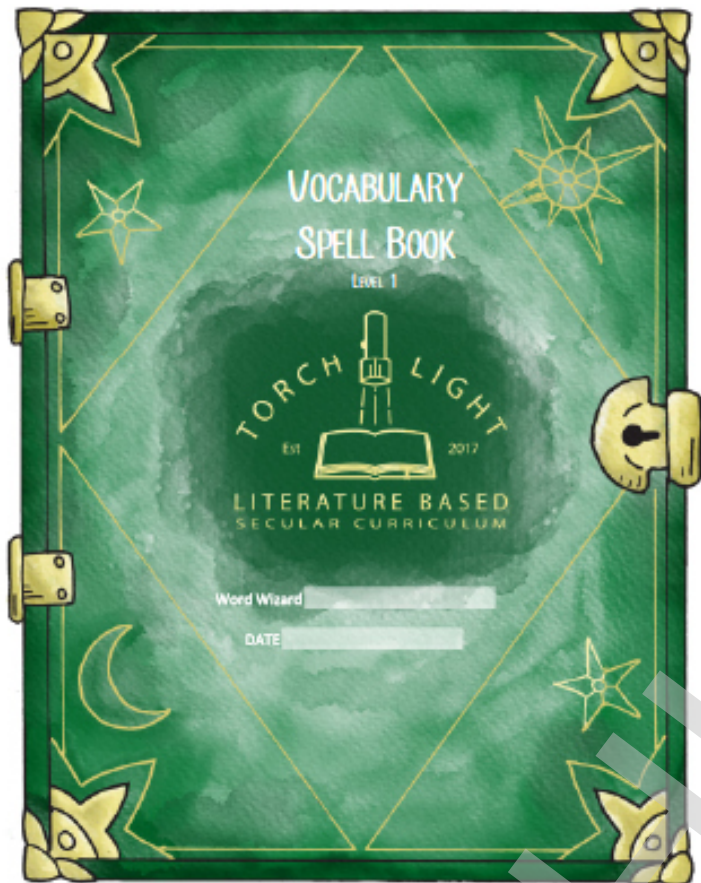
The white paper that accompanies the plot map is for your learner to add a drawing of the found favorite item. As an optional writing or discussion extension, prompt your learner with the following question: *If an archeologist found (insert item) what do you think it would tell them about you?* You can record their answer on the bottom half of the graph paper, or have them write this out, using the cells to guide spacing, one letter or space per cell.

 *Note: Some children get overwhelmed by open-ended questions, so do your best to interact with your child by making simple observations you might have about what their item says about them, asking if they agree, and letting them expand. Examples:*

- "I think your stuffy looks well-loved, so would you agree an archeologist would notice your stuffy was important in your life and carried with you a lot?"
- "Do you think a well-loved stuffy might be something they think brings comfort? Does your stuffy bring you comfort?"
- "Do you think your love for being creative with your blocks could be seen by someone who found all your blocks?"



VOCABULARY & WRITING



Torchlight Vocabulary Spell Book

Vocabulary Word	Prefix	Root Word	Suffix	
.....	
What do you think it means?				
.....				
Actual definition:				
.....				
Draw something that helps you remember the meaning of the word:				
.....				
Use it in a sentence:				
.....				
Synonyms:		Antonyms:		
.....			
Extra fun: choose an activity:				
<p>Hop out the syllables on one leaf a while saying each syllable. Then write out each syllable until you have "spelled" your word.</p>	<p>Play Vocabulary SINGO</p>	<p>Get your new vocabulary word as a spell as people throughout the day! Instruct them what your spell does based on its definition.</p>	<p>"Spell" out the letters to your word to a tune of your choice and add a few rhyming words at the end, then sing it around the house!</p>	<p>Play letter scramble spelling.</p>

OUR BOOK OF MYTHS

LEVEL 1

LITERATURE BASED SECULAR CURRICULUM

of creating your story project

By _____ & _____

DATE _____

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Our Book of Myths

Our Book of Myths is a collaborative year-long cross-curricular project meant to stimulate the imagination and provides a way for young learners to connect to cultural history while practicing writing, reading, and art. Our Book of Myths will allow learners to connect mythologies to the human need for logic and reasoning in a time when people did not have the tools to find the answers they sought. It is an immersive way to help learners understand how pantheons, myths, and legends came about, but in a simplified form. Don't forget the bonus assignment! Your learner to make the final grand connection by re-evaluating two of our created myths using science and research skills, demonstrating what people once believed can and does change based on advances in science and therefore knowledge.

Being a collaboration, this project is intended to be a shared experience between the learner and the learning partner. Here is how it works:

The learner will complete the project as laid out on the page using these lines:

.....

.....

.....

.....

As you can see, the writing requirement is minimal. This is an appropriate expectation for learners at this level. Because of limited space, you are encouraged to discuss the details of their story until they have settled on how they would like to formulate them prior to asking your learner to document the beginning of their myths. Using pencil is also recommended if you would like to make changes easier and allow for mistakes. If your learner is a prolific writer I encourage adding in another sheet of paper taped to the back of the sheet for expansion. I have included this additional sheet at the end of the book. This can be copied as needed in order to meet your writer's needs in this book. Now, time to illustrate! If you care to fill-out this project as an alternate to Clay art, adding in a variety of exploratory art materials would be advised.

Lastly, once your learner has completed the beginning of their myth, it's the learning partner's turn. The learning partner is responsible for finishing the myth using these lines:

.....

.....


.....

.....

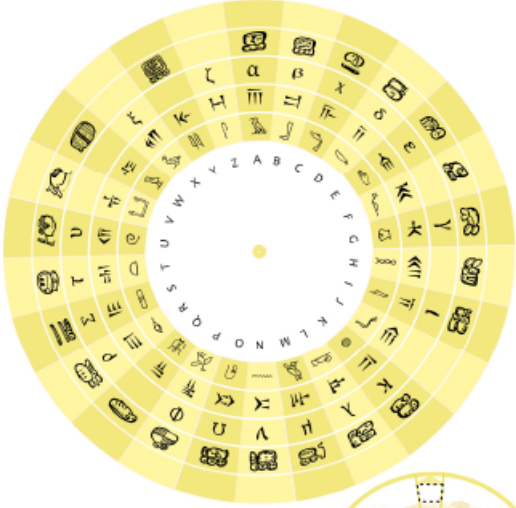
It adds an element of fun and surprise if you wait until your learner has gone off to bed. This makes the prospect of reading the myth in its entirety the next morning more exciting and we can all use a little excitement when learning to read. This may even become a treasured memento. Enjoy!

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ENGAGING ACTIVITIES




DECODER: To be cut out & used throughout the year



Instructions:

1. Print on cardstock. Standard paper works too, but lamination is recommended for durability.
2. Cut out the two circles.
3. Carefully poke a hole through the center circles.
4. Cut out box (black dashed line) on the smaller circle.
5. Affix the smaller circle to the center of the large decoder circle with a brad.







A Merry Jaunt with the Maya Decoder Activity


April 24th, 1921

With the arrival of Spring I managed to convince my parents to let me accompany them on a brief trip to Central America. It seems I am becoming an integral part of the team! They are collecting information on Mesoamerican art and written language for a large project they are taking part in. The most impressive site was the ruins of the Maya city Tikal. A massive stone temple towers over the lush tropical rainforest that is 60 feet tall. On the journey over I read about the Mayan ball game called Pok-a-tok, the Maya themselves called it Pitz. Many civilizations in what we now call Central America had their own variation. Tikal has seven stone courts dedicated to the game. One of them near the temple was of particular interest to my father. He led me to a narrow alley off the side of the court. Then he pulled some vines aside and I saw it. Mayan glyphs scratched into the wall. He had discovered Mayan graffiti! This was something not well understood of the Maya, the marking was clearly not part of an official script or recording. Father sent me running for the books on Mayan script so we could hastily work out a translation. He suspected this might have been written by common folk or workers in relation to the ball court nearby. I stood nearby, trying to peek over his shoulder as he feverishly worked at the inscription. Before I could say anything he began to chuckle and I spotted a broad smile on his face. He handed me the book and told me to decode the last bit for myself. What are you waiting for? Get to translating!





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Optional Extension: Wishtree Activities

Choose one of the following options to complete, if you would like to dive a bit deeper into Red's story.


Option 1 (Language arts): Create a wish. The people in Red's neighborhood have expressed their wishes for generations, no matter how big or small. Your learner can create their own wish, written on a piece of paper, or onto a long strip of fabric they can tie gently to a tree they visit often. They can even create a mini tree just for their room and add to it when they feel compelled. This wish can be for the world, the community, friends or family, or even for themselves.


Extra activity: Invite friends, family, and neighbors to do the same next May 1 (May Day.)

Option 2 (Art): Help your learner collect leaves and seeds from the backyard or a park. They can use their collection, some glue, and markers to create a leaf animal that would live inside Red's branches.

Option 3 (Science & Language arts): Research the Red Oak Tree. Your learner can research online with your help or find a great book on trees at the library. Find the following information and put it together in a one-page informational poster:


1. What does the leaf of the red oak tree look like? Draw a picture and add simple labeling, if desired.
2. What does the seed of a red oak look like? (Draw, or print and glue pictures)
3. What is the scientific name for the red oak?
4. What does the bark of the red oak look like? (Draw, or print and glue pictures)
5. Where do red oaks grow natively? (Print a small world map and have them color in native areas)
6. What is the average mature height of a red oak? (This can be added to the drawing of a red oak)
7. What is one more interesting fact you learned while doing your research?





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Punctuation Hot Lava

Reading & Writing Extension (Optional): Play Punctuation Hot Lava – Place pieces of paper or another placeholder, such as grippy shelf liner for a non-slip surface, along a path and a favorite toy or doll at the end of the path. The placeholders will be stepping stones across the hot lava. The goal is to save the favorite toy/doll.

Write a sentence on a whiteboard with one missing or improper punctuation mistake. Ask your learner to correct the sentence. They may ask you to say it out loud for a hint.

They can jump to the next stone if they correct the sentence properly. If they are not able to correct the sentence, they must stay on their current stone and try again, or to increase the challenge, move back one stepping stone. If they are enjoying the game, have them come back over the lava once their toy/doll is rescued.





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