

Suggested Schedule

This schedule is intended to **suggest** how the homeschooling parent might divide the day, alternating between direct instruction and interactive learning. The divisions of time in the schedule reflects Charlotte Mason’s philosophy of

- 1) 30-minute lessons (for the grade level)
- 2) making each subsequent lesson as different from the last as possible to maintain interest.

The final decision must be the teaching parent’s, as the developers of this curriculum cannot know the individual circumstances of each learning environment. (Subjects with an asterisk, see notes below the chart.)

TIME	SUBJECT	MON	TUES	WED	THURS	FRI
9:00–9:30	Christian Studies	OT	Journal Entry	NT	Journal Entry	X
9:30–10:00	Math (daily)	X	X	X	X	X
	Language Arts* (daily)					
	Dictation-Spelling*	Intro-Dict.				Dict. /Spell.
	Storytelling		X		X	
10:00–10:45	Poetry	X		X		
	Recitation Practice		X		X	
	Shakespeare* (4th Term only)	X		X		X
10:45–11:15	Science*(daily)	X	X	X	X	X
11:15-12:00	World History*	X		X		X
	American History*		X		X	
Arranged	Composer Study *	X				X
Arranged	Picture Study*	X			X	
	Nature Study*	X	X	X	X	X
Afternoons	Silent Reading / Reading Aloud	X	X	X	X	X
	Handcrafts	X		X		X
	Life Skills		X		X	

Notes on Suggested Schedule

Dictation-Spelling—Your student should review the chosen dictation and spelling words each day for approximately 10 minutes.

Shakespeare—Allow 20 minutes each day 3 times each week, during Term 4 for reading *The Merchant of Venice* aloud together. This can be done in any way that works best for your schedule; we suggest immediately after lunch.

Science—This period is for direct instruction. Your child should also be scheduling time to read on his own.

Language Arts—Each of the areas of Language Arts should not take longer than twenty minutes, with the exception of written narrations.

Nature Study—Includes time outdoors each afternoon. At least once a week, make entries in your Nature Journal using the dry brush method described in Helpful Articles on *Grade Six Resource CD*.

Picture Study—Introduce the picture at the beginning of the week, and then place it in view throughout the week. Two or three times during the week, study the picture and find one or two new things. At the week's end, turn the picture over and narrate the contents of the picture. See "Affordable Picture Study" on *Grade Six Resource CD*.

Histories—Alternate days for American and World History. There is a significant amount of reading in both histories. Plan to read some of the books in the afternoon when "school" is over. Have your student read some of the literature silently, as well as aloud to the family. Do not require narration for all of the reading, but do allow time for some of the activities provided.

Composer Study—Great times to listen to music are during lunch, driving in the car, or at the end of the school day.

Weekly Planner

The generic planner on the next two pages may be photocopied and used for planning ahead or for record keeping. Having these pages printed out in advance for the year allows you to plan around long-range activities such as field trips and vacations, and to put in special ideas as you think of them. Make 36 copies (each week has two pages), date each week, and put them together in a notebook for planning each week's instruction.

Optionally, on the *Grade Six Resource CD*, there is a file for Living Books Curriculum 36-week Planning for Learning™ planner, complete with the Term and Week numbers and Grade Six subjects. (There are two planners: one is set up to print in color; the other prints black and white. You may print out this full-year planner on your home printer or take it to an office supply store for printing and wire-binding. Printing instructions are included on the CD.)