

Suggested Schedule

This schedule is intended to suggest how the homeschooling parent might divide the day, alternating between what Charlotte Mason called “inspirational studies” and “disciplinary studies”.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-8:50	Scripture Devotional	Scripture Devotional	Practical Application	Scripture Devotional	Geography
8:50-9:20	Math	Math	Math	Math	Math
9:20-9:50	Language Studies	Language Studies	Language Studies	Language Studies	Book of the Centuries
10:00-10:50	Dictation/ Spelling Literature	Poetry Literature	Storytelling Literature	Poetry Literature	Dictation/ Spelling Literature
10:50-11:00	Copy work	Recitation	Copy work	Recitation	Geography-Mapping
11:00-11:30	Science	Science	Science	Science	Science
11:30-11:50	Picture Study	Composer Study	World History/ Current Events	Composer Study	Nature Study
12:00-12:30	American History	American History	Geography	World History	World History
12:30-1:30	Lunch				
1:30-4:00	Music Lessons Nature Study	Free time outdoors Music Lessons Handcrafts	Free time outdoors Music Lessons	Free time outdoors Music Lessons	Free time outdoors Handcrafts

Notes on Suggested Schedule

Your student is old enough to have significant input into the schedule for his day. Consult him as you plan. For example, it may be better to do math first and Bible study as a family later or in the evenings.

Dictation-Spelling—Your student should review the chosen dictation and spelling words each day for a few minutes each day, and at week’s end be prepared to do a written dictation and spelling list while you dictate. Ask your student to correct his work. Then, you check it. Whenever a word is misspelled it is added to the spelling list for the next week.

Shakespeare—Allow 20 minutes each day, or 30 minutes 3 times each week, during Terms 3 and 4 for reading *Hamlet* aloud together. This can be done in any way that works best for your schedule; we suggest immediately after lunch.

Language Arts—Each of the areas of Language Arts should take no longer than twenty minutes, with the exception of written narrations. You may need to make adjustments depending on your student’s speed of writing. Using the computer to type the narration is fine and occasionally having the student dictate the narration while the parent writes is also acceptable.

Nature Study—At least once a week make an entry in the Nature Journal using the dry brush method described in Helpful Articles on *Grade Eight 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, point out the picture and ask your student or other family members to find one or two new things not seen before. At the week’s end, turn the picture over and narrate the contents of the picture. See “Picture Study: Teaching Children to Love Great Art” on *Grade Eight Resource CD*.

Histories—Alternate days for American and World History as suits you best. You can even do one history for the first two terms and then the other for the last two terms. There is a significant amount of reading in both histories and geography. Do not require narration for all of the reading.

Book of the Centuries—To help your child keep up with the entries, print out the timeline figures ahead of time and place them in the *History Through the Ages Timeline* with all other necessary materials to hand.

Composer Study—While doing the lesson, make sure you have your student’s attention. For additional listening consider lunch, driving in the car, or at the end of the school day.