

LIVING BOOKS CURRICULUM™

Grade Four

Teaching Guide

Revised October, 2012

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Grade Four Teaching Guide

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Grade Four Resource CD

Documents for Grade Four

Lincoln's Faith in God
Nesbit: *Midsummer Night's Dream*
Uncle Remus stories
Understanding the Middle Ages
Viking ship directions

Maps for Grade Four

Europe with first initial
Outline map of Europe
Study map of Europe
United States outline maps

Helpful Articles from Living Books Curriculum

Charlotte Mason, Educational Reformer
Charlotte Mason on Bible Study
Charlotte Mason on Transcription (Copy Work)
Charlotte Mason's 20 Principles
Picture Study: Teaching children to love great art
The Royal Road to Spelling and Dictation
Seven Keys to Learning
Six Tools of Learning
Storytelling: The invisible gift
Suggestions for Better Penmanship
Teaching with Stories
Telling Back: The art of narration
Using a Book of the Centuries in Living Books Curriculum
Why Shakespeare for Christian Students?

LBC Templates

LBC Nature Journal
LBC Weekly Planner for Grade Four
Narration Notebook™

Picture Study for Grade Four

Blacksmith (Landseer)

Book of Hours page (Limbourg)

Conversion of St. Paul (Giotto)

The Gleaners (Millet)

The Lady of Shalott (Waterhouse)

Lamentation (Giotto)

Madonna and Child Enthroned With

Eight Angels and Four Prophets (Cimabue)

The Money Changer and His Wife (Matsys)

Old Man with a Young Boy (Ghirlandaio)

A Ride for Liberty (Johnson)

Roman de la Rose selection

St. Francis and the Birds (Giotto)

St. Francis Kneeling (Zurbaran)

St. George and the Dragon (Raphael)

The Unicorn Tapestries

Booklist for Grade Four

Teacher Resources

Grade Four Teaching Guide

Living Books Curriculum

Christian Faith Studies

Holy Bible

God

Language Arts

Grammar

Intermediate Language Lessons—Part 1

Emma Serl

Penmanship/Copywork

Italics: Beautiful handwriting for children

Penny Gardner

Poetry

Civil War Poetry: An anthology

Paul Negri, ed.

Shakespeare

Midsummer Night's Dream (requires 2 copies)

William Shakespeare

Midsummer Night's Dream Stained Glass Coloring Book

John Green

Storytelling

More Stories to Solve: Fifteen folktales from around the world

George Shannon

Science—Astronomy

A Wrinkle in Time

Madeleine L'Engle

Along Came Galileo

Jeanne Bendick

Exploring Creation with Astronomy

Jeannie Fulbright

Johannes Kepler: Giant of faith and science

John Hudson Tiner

Nicolaus Copernicus: The Earth is a planet

Dennis Brindell Fradin

Nature Study

*Handbook of Nature Study**

Anna Botsford Comstock

American History—Civil War

Abraham Lincoln

Ingri and Edgar Parin D'Aulaire

Across Five Aprils

Irene Hunt

The Adventures of High John the Conqueror

Steve Sanfield

Clara Barton: Founder of the American Red Cross

Augusta Stevenson

Fields of Fury: The American Civil War

James M. McPherson

Freedom Train: The story of Harriet Tubman

Dorothy Sterling

The Gettysburg Address

Abraham Lincoln; Michael McCurdy, ill.

Robert E. Lee: Gallant Christian soldier

Lee Roddy

Stonewall Jackson: Loved in the South, admired in the North

Charles Ludwig

Uncle Tom's Cabin, Young Folks Edition

Harriet Beecher Stowe

World History—Middle Ages

The Beggars' Bible

Beorn the Proud

Castle

Cathedral: The story of its construction

The Discovery of New Worlds

The Door in the Wall: A story of Medieval London

Gabriel and the Hour Book

God's Troubadour: The story of St. Francis of Assisi

The Hidden Treasure of Glaston

Ink on His Fingers

Joan of Arc

King Arthur: Tales from the Round Table

The Lantern Bearers

Marco Polo for Kids: His marvelous journey to China

Matilda Bone

Son of Charlemagne

Stories from the Crusades

Stories of Robin Hood Told to the Children

When Knights Were Bold

Louise A. Vernon

Madeleine Polland

David Macaulay

David Macaulay

M.B. Synge

Marguerite De Angeli

Evaleen Stein

Sophia Jewett

Eleanore M. Jewett

Louise A. Vernon

Nancy Wilson Ross

Andrew Lang

Rosemary Sutcliff

Janis Herbert

Karen Cushman

Barbara Willard

Janet Harvey Kelman

H.E. Marshall

Eva March Tappan

Picture Study

Giotto

Mike Venezia

* Used in previous years

Term One • Week 1

Christian Faith Studies

Heroes of the Faith

Review the *Acts of the Apostles* from Grade Three and discuss the changes in the Christian church from the time of Christ's ascension to the end of the Roman Empire. See World History for this week to learn more of the events of the Christian church in Roman times.

Scripture Reading

Parent Note: This term, your child will read *Luke* in the New Testament and *Joshua* in the Old Testament.

NT: *Luke*, chapter 1; OT: *Joshua*, chapter 1.

Science: Read the Creation story in the first chapter of Genesis.

Practical Work

From the following, choose one activity to focus on this term.

1. Write letters of thanks or encouragement.
2. Volunteer for community or church work.
3. Make a list of prayer needs of friends and family and pray expectantly.
4. Visit with an elderly person.
5. Choose another worthwhile activity.

Language Arts

Grammar

 *Intermediate Language Lessons—Part 1: Lessons 1, 2, and 3.*

Penmanship/Copywork

Begin using *Italics: Beautiful handwriting for children*. Read p. 20 for suggestions on copywork as this will be referred to throughout the year. However, from time to time we will make suggestions for copywork that are related to the study for the week.

Use the Scripture quoted in *Exploring Creation with Astronomy*, p. 2, "The heavens are telling ..." for copywork this week.

Poetry

For the study of the Civil War, we have included *Civil War Poetry: An anthology*, which includes many poems. On the weeks when no other poetry is assigned, select a poem from this book. This week read "Three Hundred Thousand More," p. 11.

Week 1, continued

Recitation

Parent Note: Read “Charlotte Mason on Recitation” found on *Grade Four Resource CD*. Choose 12 verses of Scripture from *Luke* or *Joshua* for memorization this term.

Spelling/Dictation

Parent Note: Read the article “Charlotte Mason on Dictation and Spelling” found on *Grade Four Resource CD*.

Spelling

Use vocabulary words from the current lesson of *Exploring Creation with Astronomy* list found in Part 4–Grade Four Support Materials. Also, use any words that are misspelled in the weekly studied dictation.

Dictation

“The Bible calls everything in space ‘the heavens.’ Everything up in the heavens is God’s; it all belongs to Him, and it was made by Him and for Him.” —From *Exploring Creation with Astronomy*, p. 2.

Storytelling

This term you will learn one story well to be presented during Flex Week. The literature for this term is *More Stories to Solve*, the sequel to *Stories to Solve* used in Grade Three. Read one story each week for the first seven weeks. Prepare to tell the individual stories in your own words at the end of each week. In Week Eight, polish your favorite story for presentation during Flex Week.

Parent Note: If you and your child are new to storytelling, read the article “Teaching with Stories,” included on *Grade Four Resource CD*.

Science: Astronomy

 *Exploring Creation with Astronomy*: Introduction

Read about the items needed to complete the experiments on p. ix and discuss. Then read pp. 2-6. Make a plan for obtaining the supplies needed for projects and activities.

- Set up an astronomy notebook.
- Design a cover for the notebook.
- Create a mnemonic phrase to remember the names and order of the planets (example on p. 6 of text).
- Enter vocabulary and definitions in the notebook.

Week 1, continued

Nature Study

Term One: Soil

Get outdoors everyday and once a week plan a 30-minute Nature Study. This term your child will observe how soil is created, what kinds there are, and how to use soil to grow.

Once a week, plan to do a study in nature and make an entry in your Nature Journal using the Dry Brush Technique; occasionally use colored pencils.

Read “Soil Material,” pp. 760-761; do Lesson 216.

American History: Civil War

Parent Note: Before starting, read the information for American History in Part 2—Notes for Grade Four. Read: “Introduction,” pp. 4-5, *Fields of Fury: The American Civil War*.

 *Fields of Fury: The American Civil War:* Read “The Origins of the Civil War,” pp. 8-10. Have your child narrate.

 *Abraham Lincoln:* Read up to when Lincoln goes to Springfield to become a lawyer.

Activities

Abraham Lincoln: Photocopy, in black and white, the illustration of Lincoln and his son Todd at the end of the book. Have your child color the picture and write a short narration of the picture. Include in notebook.


World History: Middle Ages

Fall of the Roman Empire

Parent Note: For the next nine weeks, the focus of study will be the Early Middle Ages. Every two weeks a new lesson or topic will be introduced. For Weeks 1 and 2 the study topic will be the fall of the Roman Empire.

Readings

Parent Note: Read “Early Middle Ages” found in “Understanding the Middle Ages” on *Grade Four Resource CD*. For additional reading in this area, see the Enrichment Reading List for Grade Four in Part 4 of this Guide, Middle Ages.

 *The Discovery of New Worlds:* Read chapters 1-6, which describe the final days of the Roman Empire.

Week 1, continued

 *The Lantern Bearers*: Read first one-third of the book this week.

Parent Note: This first book in the study of the Middle Ages is at a fairly high level of reading comprehension. Evaluate whether your rising fourth grader is able to follow along. If not, then we suggest you save this book till the end of the year.

Important People, Places, and Events to know

- Patrick becomes missionary to Ireland, 432.
- Last Roman emperor abdicates, 476.
- Anglo Saxons in Britain, c. 450 onward.
- Columba, Irish missionary to Scotland, 563.
- Brendan the Navigator (483-577) discovers North America.
- Augustine becomes missionary to Kent, 597.

Geography

World History

Draw a map of the Roman world of the fourth century from the front pages of *The Lantern Bearers*.

Find Poland and Italy on a map.

Music/Composer Study

Middle Ages

In Terms One and Two your child will be studying music of the Middle Ages. The focus this term will be Gregorian Chants and Hymns.

The “Music/Composer Study” section in Part 2 of this Guide will give some sources for the music available on CD. Living Books Curriculum also has identified music of the period that is available on YouTube, indicating the title to search for with **bold** in the text. Several options may come up on your screen, but you should be able to locate the intended one fairly easily.

Music of the Middle Ages is a video beginning with monophonic Gregorian Chant and ending with the music of the Ars Nova including Machaut, Leonin, and Perotin.

Monks of one of the Abbeys of the Solesmes Congregation sing this beautiful chant: **Te Deum – 5th Century Monastic Chant (Solemn)**. Te Deum is attributed to two Fathers and Doctors of the Church, St. Ambrose and St. Augustine, and is one the most majestic chants in the Liturgy of the Church. It is sung in traditional seminaries and monastic houses at the Divine

Week 1, continued

Office and for double feasts of the first class, the Nativity, Easter, Corpus Christi, Epiphany, Pentecost and those which have an Octave. The solemn Te Deum is sung on all occasions of public Church rejoicing (in traditional Catholic churches).

Picture Study

Picture study begins in Week 2. To prepare, read Picture Study in Part 2—Notes for Grade Four. For a fuller explanation of the value and purpose of picture study, read the article “Teaching Children to Love Great Art” found on *Grade Four Resource CD*.

Math

Notes

Civil War

 *Fields of Fury: The American Civil War*: The map on p. 6 has some of the northern states missing.

Romulus Augustus

Romulus Augustus, the youthful Emperor of Rome, was captured in the city of Ravenna, Italy, by the Visigoths. Romulus was compelled to abdicate the throne on September 4, 476. This act is considered the end of the Western Roman Empire; the Eastern Roman Empire continued until 1453.

Week 2

Christian Faith Studies

Heroes of the Faith

Parent Note: Read “Heroes of the Faith Literature Journal” in Part 2—Notes for Grade Four. Your child will keep a Heroes of the Faith Literature Journal. Read “Lincoln’s Faith in God,” an essay found on *Grade Four Resource CD*. Be prepared to read and discuss this essay with your child.

Correlated biographies (used concurrently in other lessons) for this term in World History, Science, and American History are:

 *Nicolaus Copernicus: The Earth is a planet* (Science)

 *Abraham Lincoln* (Am. History)

 *Along Came Galileo* (Science)

Begin the Heroes of the Faith Literature Journal this week. Plan one or two entries per week, allowing 5-10 minutes each time.

Scripture Reading

NT: *Luke*, chapter 2; OT: *Joshua*, chapter 2.

Practical Work


Continue providing opportunities based on the list in Week 1.

Language Arts

Grammar

 *Intermediate Language Lessons—Part 1: Lessons 4, 5, and 6*

Penmanship/Copywork

 *Italics: Beautiful handwriting for children:* Unless your child is fluent in cursive, it would be best to proceed through the Lessons 15-24 at your child’s pace, while adding copywork for each week. Plan 10 minutes a day for penmanship and copywork.

Poetry

 *Civil War Poetry: An anthology: “Barbara Frietchie,”* p. 24

Recitation

Continue memorizing Scripture for recitation, spending five minutes, 3-4 times per week.

Week 2, continued

Spelling/ Dictation

Spelling: Use vocabulary words from the current lesson of *Exploring Creation with Astronomy* found in Part 4—Grade Four Support Materials, and any misspelled words from last week. No dictation this week.

Storytelling

Continue with *More Stories to Solve*, reading and telling one story each week.

Science: Astronomy

 *Exploring Creation with Astronomy: What is Astronomy?*

- Read pp. 7-10 and narrate by either dictating or writing in the notebook.
- Complete the project. If it is not possible to hang the model solar system from the ceiling, lay it out on the floor and take a walking tour. If you can affix the balloons to the ceiling, so much the better.

 *Nicolaus Copernicus: The earth is a planet:* Read and narrate.

Nature Study


Soil, continued


Once a week, plan to do a study in nature and make an entry in your Nature Journal using the Dry Brush Technique; occasionally use colored pencils.

Read “Soil Formation,” “Kinds of Soil,” pp. 762-763. Continue Lesson 216. On your nature walk, observe what types of soil are in your area.

American History: Civil War

Readings

 *Fields of Fury: The American Civil War: “Slavery” and “War Leaders: Lincoln & Davis,”* pp. 12-14. Have your child narrate.

 *Abraham Lincoln:* Complete the book.

Activities

Charting character—Abraham Lincoln: Develop a chart, similar to the one below, highlighting the events in his early life that shaped the man he became.


Week 2, continued

| Time period or date | Event | Effect |
|---------------------|-------|--------|
| | | |
| | | |

World History: Middle Ages

Fall of the Roman Empire, continued

Readings

 *The Discovery of New Worlds*: chapters 7-12 describe the final days of the Roman Empire.

 *The Lantern Bearers*: Read the next third of the book.

Activities

Play an online game of Romans against the Britons with *Battlefield Academy: Romans vs. Ancient Britons* (www.bbc.co.uk/history/ancient/romans).

Geography

On a map of Europe, have your child see how many European countries he can identify. Mention the following Roman names and discuss reasons for similarities and differences in the contemporary names, e.g., *Gaul*=France, *Italiae*=Italy. Gaul was named for the warlike people whom Caesar subdued.

Music/Composer Study

Gregorian Chant – Benedictine Monks – Church Music.

Picture Study

A Ride for Liberty–The Fugitive Slaves found on p. 9 of *Fields of Fury*. An additional copy is found on *Grade Four Resource CD*.

Math

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 reflect Charlotte Mason’s philosophy of 1) 20- to 30-minute lessons, and 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.

| TIME | SUBJECT | MON | TUES | WED | THURS | FRI |
|-------------|--|-------------|------------------|-----|------------------|-------------------|
| 8:30–9:00 | Christian Faith Studies <i>(daily)</i> Scripture Reading Heroes of the Faith Practical Work | OT | Journal Entry | NT | Journal Entry | X |
| 9:00–9:45 | Math <i>(daily)</i> | X | X | X | X | X |
| 9:45–10:30 | Language Arts <i>(daily)</i> | | | | | |
| | Grammar <i>(daily)</i> | X | X | X | X | X |
| | Poetry | | X | | X | |
| | Recitation Practice | X | | X | | |
| | Spelling/Dictation | Intro-Dict. | | | | Spell./Dict. |
| | Storytelling | | X | | X | |
| 10:30–11:00 | Science: Astronomy <i>(daily)</i> | X | X | X | X | X |
| Arranged | Picture Study | X | | | | X |
| 11:00–11:10 | Copywork <i>(10 min. daily)</i> | X | X | X | X | X |
| 11:15–12:00 | World History | X | | X | | X |
| | American History | | X | | X | |
| Arranged | Music Study Book of the Centuries | X | | | | X |
| Afternoons | Nature Study <i>(daily)</i> | X | X | X | X | Nature Journal |
| | Handicrafts | X | | X | | X |

Language Arts—Each of the areas of Language Arts should not take longer than 10-15 minutes, with the exception of Grammar. We suggest the poetry assigned from *Civil War Poetry: An anthology* is most relevant if read on the same days as American History (Civil War) is studied.

Nature Study—Includes time outdoors each afternoon. On Friday, make entries in the Nature Journal.

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, find one or two new things in the picture. At week’s end, turn the picture over and narrate the contents of the picture. See “Teaching Children to Love Great Art” on *Grade Four 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 doing some of the activities provided.

Music/Composer Study—A great time to listen to music is during lunch, driving in the car, or at the end of the school day.

Weekly Planner

Two-Page Planner: The generic planner on the next two pages may be photocopied and used for planning ahead or for record keeping. You may make 36 copies (each week has 2 pages), date each week, and put them together in a notebook for planning each week’s instruction.

Four-Page Planner: On *Grade Four Resource CD* there is a PDF for the Living Books Curriculum 36-week planner, complete with the Term and Week numbers and Grade Four subjects. (There are two planners: one is set up to print in color; the other prints black and white.) You may want to print out this full-year planner on your home printer, or take it to an office supply store and have them print and wire bind it. Printing instructions are included on the CD.

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | |
|--------|---------|-----------|----------|--------|--|
| | | | | |  CHRISTIAN FAITH STUDIES |
| | | | | |  LANGUAGE ARTS |
| | | | | |  SCIENCE |
| | | | | |  MATH |
| | | | | |  NATURE STUDY |



STUDENT: _____

NOTES: _____

TERM ___ WEEK ___

DATES: _____

Weekly Checklist for using the SIX TOOLS OF LEARNING: Narration Literature Storytelling Nature Study Short Lessons Local Resources 3-HOLE PUNCH THIS SIDE



STUDENT: _____

NOTES: _____

TERM ___ WEEK ___

DATES: _____

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|--------------------------------------|--------|---------|-----------|----------|--------|
| WORLD HISTORY | | | | | |
| AMERICAN HISTORY | | | | | |
| GEOGRAPHY | | | | | |
| PICTURE STUDY MUSIC | | | | | |
| P.E. - HANDICRAFTS PRACTICAL WORK | | | | | |

Sample

Weekly Checklist for using the SIX TOOLS OF LEARNING: Narration Literature Storytelling Nature Study Short Lessons Local Resources