

# *Table of Contents*

	<b>Section</b>
<b>Introduction</b> .....	Introduction
<b>Pioneers from Spain Settle St. Augustine</b> .....	Unit 1
<b>Language Arts and Math</b>	
<b>Pioneers from England Settle Jamestown</b> .....	Unit 2
<b>Language Arts and Math</b>	
<b>Trouble with King James in England</b> .....	Unit 3
<b>Language Arts and Math</b>	
<b>Pilgrims Leave England for Holland</b> .....	Unit 4
<b>Language Arts and Math</b>	
<b>English Pilgrims Settle in Holland</b> .....	Unit 5
<b>Language Arts and Math</b>	
<b>Life in Holland</b> .....	Unit 6
<b>Language Arts and Math</b>	
<b>The Pilgrims Move from Amsterdam to Leiden</b> .....	Unit 7
<b>Language Arts and Math</b>	
<b>English Pilgrims Travel to America</b> .....	Unit 8
<b>Language Arts and Math</b>	
<b>Landing in America</b> .....	Unit 9
<b>Language Arts and Math</b>	
<b>Pilgrims Settle in Plymouth</b> .....	Unit 10
<b>Language Arts and Math</b>	
<b>Pilgrims Build Houses at Plymouth</b> .....	Unit 11
<b>Language Arts and Math</b>	
<b>Samoset and Squanto Help the Pilgrims</b> .....	Unit 12
<b>Language Arts and Math</b>	
<b>The First Thanksgiving at Plymouth</b> .....	Unit 13
<b>Language Arts and Math</b>	
<b>More Problems for the Pilgrims at Plymouth</b> .....	Unit 14
<b>Language Arts and Math</b>	

<b>Dutch Pioneers Settle New Amsterdam . . . . .</b>	<b>Unit 15</b>
<b>Language Arts and Math</b>	
<b>King Philip Declares War on the Pilgrims . . . . .</b>	<b>Unit 16</b>
<b>Language Arts and Math</b>	
<b>Two Pilgrim Children Become Captives. . . . .</b>	<b>Unit 17</b>
<b>Language Arts and Math</b>	
<b>Trouble in the New Land . . . . .</b>	<b>Unit 18</b>
<b>Language Arts and Math</b>	
<b>Life for the Puritans in Colonial Times. . . . .</b>	<b>Unit 19</b>
<b>Language Arts and Math</b>	
<b>Colonial Schools . . . . .</b>	<b>Unit 20</b>
<b>Language Arts and Math</b>	
<b>Pioneers from France Settle Detroit . . . . .</b>	<b>Unit 21</b>
<b>Language Arts and Math</b>	
<b>Life in Colonial Philadelphia and Boston . . . . .</b>	<b>Unit 22</b>
<b>Language Arts and Math</b>	
<b>Trouble Before the Revolutionary War . . . . .</b>	<b>Unit 23</b>
<b>Language Arts and Math</b>	
<b>The Time of the American Revolution . . . . .</b>	<b>Unit 24</b>
<b>Language Arts and Math</b>	
<b>Young Soldiers in the Continental Army . . . . .</b>	<b>Unit 25</b>
<b>Language Arts and Math</b>	
<b>The Beginning of the United States of America . . . . .</b>	<b>Unit 26</b>
<b>Language Arts and Math</b>	
<b>The First American President . . . . .</b>	<b>Unit 27</b>
<b>Language Arts and Math</b>	
<b>Pioneers Go West on the Wilderness Road . . . . .</b>	<b>Unit 28</b>
<b>Language Arts and Math</b>	
<b>Pioneers Travel West on the Ohio River. . . . .</b>	<b>Unit 29</b>
<b>Language Arts and Math</b>	
<b>Pioneers Go West by Covered Wagon . . . . .</b>	<b>Unit 30</b>
<b>Language Arts and Math</b>	

**Pioneers on the Santa Fe Trail . . . . . Unit 31**  
**Language Arts and Math**

**The Oregon Trail and the California Trail . . . . . Unit 32**  
**Language Arts and Math**

**Pioneers from Norway Settle on the Plains . . . . . Unit 33**  
**Language Arts and Math**

**The Transcontinental Railroad . . . . . Unit 34**  
**Language Arts and Math**

**Appendix . . . . . Appendix**

Overview of Reading Choices

Scheduled Books for Emerging Readers

Bibliography: Suggested Storytime Titles

Spelling Lists for Units 1-34

Math Alternate Schedule: *Primary Mathematics 2A & 2B*

Poetry and Rhymes for Units 1-34

Other Books by this Author

# Introduction

## Complete Plans

*Beyond Little Hearts for His Glory* features 34 units with complete daily plans. These plans are designed to provide an enjoyable, balanced approach to learning. Little preparation is required, and all of the skill areas are covered. Each day of plans is divided into the following 2 parts: “Learning the Basics” and “Learning Through History”.

## Learning the Basics

The “Learning the Basics” part of the program focuses on language arts and math. It includes activities for spelling, copywork, basic grammar, mechanics, and usage, math exploration, and choices for reading and storytime.

## Learning Through History

The “Learning Through History” part of the program gives a chronological overview of early American history from 1565-1860. The daily history stories emphasize God’s plan throughout history. A weekly Bible passage wraps up each unit by focusing on an example of Godly character that corresponds with the history stories. The following areas are linked with the daily stories: Bible memory work, Bible study, devotional topics, science discovery, art projects, geography, timeline and history activities, poetry, gross motor skills, and music.

## Easy to Use

Each unit contains 5 days of instruction. Easy daily plans are divided into 9 boxes, which can be spaced throughout the day as time allows.

## Quick Activities

*Beyond Little Hearts for His Glory* was written with the busy homeschool teacher in mind. It provides a way to do great activities without all of the usual planning and preparation. Quick and easy activities require little or no preparation and use materials you’re likely to have on hand.

## Fun Ideas

Engaging daily lessons take approximately 120-150 minutes to complete. They are filled with ideas that get kids moving, exploring, and learning in meaningful ways.

## Flexible

Lesson plans are written to allow you to customize the program to suit your child’s needs. A choice of resources is provided. Resources noted in the plans with a ‘star’ are considered necessary. Resources noted in the plans with a ‘checkmark’ provide a text or music connection to the activity.

## Resources

All of the ‘star’ and ‘checkmark’ resources noted in *Beyond Little Hearts for His Glory* are available from Heart of Dakota Publishing. Order resources online at [www.heartofdakota.com](http://www.heartofdakota.com), by mail using the printable online order form, or by telephone at (605) 428-4068. Resource titles are listed on the next page.

# Introduction

(continued)

## **‘Star’ Resources** (considered necessary)

\**American Pioneers and Patriots* by Caroline D. Emerson (Christian Liberty Press, 2002)

\**Stories of the Pilgrims* by Margaret B. Pumphrey, Revised by Michael J. McHugh (Christian Liberty Press, 1991, 2007)

\**Boys and Girls of Colonial Days* by Carolyn Sherwin Bailey (Christian Liberty Press, 2002)

Note: There are two versions of this book with a 2002 copyright. The newer version uses a larger font. The newer version is the one that matches the plans in *Beyond Little Hearts for His Glory*.

## **‘Star’ Resource Choices** (considered necessary choices)

\*If your child is a beginning reader, choose one of the following phonics options:

1. *The Reading Lesson* by Michael Levin and Charan Langton (Mountcastle Company, 2000)
2. *Reading Made Easy* by Valerie Bendt (Bendt Family Ministries, 2001)
3. Your own phonics program

\*If your child is an emerging reader, choose one of the following emerging reader options:

1. Scheduled Book Set for Emerging Readers (see Appendix for list)
2. Your own program

\*If your child is an independent reader, choose one of the following options:

1. *Drawn into the Heart of Reading: Level 2/3* by Carrie Austin (Heart of Dakota Publishing, 2000)
2. Your own program

## **‘Checkmark’ Resources** (provide text and music connections)

\**Morning Bells* by Frances Ridley Havergal (SMF Press, 2001)

Note: The third printing in 2011 of the 2001 edition of *Morning Bells* added a page to the Introduction. This third printing of the 2001 edition is the one that matches the plans in *Beyond Little Hearts for His Glory*.

\**God’s Wonderful Works* by Eric D. Bristley and Edward J. Shewan (Christian Liberty Press, 1999)

\**Primary Mathematics 1A & 1B, U.S. Edition* by Singapore Ministry of Education (Times Media, 2003) **or** *Primary Mathematics 2A & 2B, U.S. Edition* by Singapore Ministry of Education (Times Media, 2003)

\**Hide ‘Em In Your Heart Vol. II* by Steve Green (Sparrow, 2003)

# “Learning Through History” Components

## Reading About History

The “Learning Through History” part of each unit has a theme centered around stories from early American history. The themes are organized in chronological order from the years 1565-1865. God’s plan is emphasized throughout the themes. History stories are read aloud to the students each day using the following resources: *American Pioneers and Patriots*, *Stories of the Pilgrims*, and *Boys and Girls of Colonial Days* by Christian Liberty Press. A weekly Bible passage wraps up each unit by focusing on an example of Godly character that corresponds with the history stories. These stories provide the focus for this part of the plans. The areas listed on this page are all linked to the daily stories.

## Poetry and Rhymes

A different classic poem is introduced in each unit. Each poem was chosen for its enduring quality and its ability to withstand the test of time. Many famous poets are represented. The poems also reinforce the history theme.

## Bible Memory Work

A new memory verse is introduced in each unit. Each memory verse has a practical meaning for young students, and also reinforces God’s plan throughout history. A variety of daily memory activities incorporate gross motor skills to help students enjoy memorizing these important verses.

## Bible Study

Daily Bible study questions are meant to instill Biblical values by training children to read and reflect on God’s word. The questions work best with the King James or NIV version of the Bible. Each unit includes the following Bible study activities in coordination with the history stories:

- \*Day 1: introduction and interpretation of the memory verse
- \*Day 2: personal application of the memory verse
- \*Day 3: observation of Godly character through devotional reading
- \*Day 4: practical application of the devotional character trait
- \*Day 5: exploration of a Bible passage focusing on Godly living

## Devotional Activity

One day in each unit lists a text connection from *Morning Bells* by Frances Ridley Havergal. Each devotion is linked to the history theme, and also emphasizes basic Biblical lessons in an understandable way. A related narrative, corresponding Scripture verse, and a quote from a poem or hymn are part of each devotion.

## Corresponding Music

Musical selections from *Hide ‘Em in Your Heart Volume II* by Steve Green correspond with the Bible memory verses in the program. The original songs recite the Bible verses using a variety of musical styles.

## **“Learning Through History” Components**

(continued)

### **Art Activity**

One day in each unit includes an art activity that reinforces the historical theme. These activities help students practice some of the basic skills needed to express themselves and create freely.

### **Science Discovery**

Two days in each unit include short, discovery activities that are linked to the history readings. Hands-on exploration in the areas of life science, physical science, and earth science help children make connections to the world around them. *God’s Wonderful Works* by Christian Liberty Press is referenced as a science text connection for the lessons.

### **Geography Exploration**

One day in each unit includes exploration of a geography concept that stems from the history story. Concepts range from learning about the continents and oceans, to tracing the routes of explorers, to reading maps, and to following directions. The included activities help students gain basic geography skills while learning about the world around them. A world map or globe and a map of the United States is needed for several of the geography activities.

### **Timeline and History Activities**

One day in each unit includes a history activity that reinforces the history story. To understand the flow of history, students will keep a basic timeline of the major events studied throughout the year. The students will also participate in short engaging activities that make the history stories come alive.

# “Learning the Basics” Components

## Language Arts

For the language arts portion of each unit, four days are devoted to spelling and one day is devoted to basic grammar, mechanics, and usage skills. Daily copywork provides written language practice.

## Spelling

Four days in each unit include spelling activities to guide students to spell words necessary for writing and daily use. A choice of two different word lists is provided in the Appendix for each unit. Word lists contain words from the Dolch word list, Fry’s word list, and other grade level lists of high frequency words.

Each unit emphasizes one spelling word pattern. Eight words on each list are pattern words. The other two spelling words on each list are target words that do not follow the spelling pattern. Spelling strategies are taught using a multi-sensory approach that emphasizes picturing the word mentally.

A brief scope and sequence of the spelling patterns is listed by unit below (Number ‘1’ corresponds to unit 1, number ‘2’ corresponds to unit 2, etc.):

- 1 - short ‘a’
- 2 - short ‘e’
- 3 - short ‘i’
- 4 - short ‘o’
- 5 - short ‘u’
- 6 - short vowel words ending in double consonants ‘ff’, ‘zz’, ‘ll’, ‘ss’
- 7 - review
- 8 - long ‘o’, ‘y’, and ‘e’ at the end of a word
- 9 - long ‘a’ formed by silent final ‘e’
- 10 - long ‘i’ formed by silent final ‘e’
- 11 - long ‘o’ formed by silent final ‘e’
- 12 - long ‘u’ formed by silent final ‘e’
- 13 - review
- 14 - ‘or’ as in ‘horn’
- 15 - ‘er’ as in ‘her’
- 16 - ‘ir’ as in ‘girl’
- 17 - ‘ar’ as in ‘farm’
- 18 - review
- 19 - long ‘a’ spelled ‘ay’ as in ‘day’
- 20 - long ‘a’ spelled ‘ai’ as in ‘sail’
- 21 - long ‘e’ spelled ‘ee’ as in ‘keep’
- 22 - long ‘e’ spelled ‘ea’ as in ‘eat’
- 23 - final ‘y’ that says long ‘e’ as in ‘baby’
- 24 - review
- 25 - long ‘o’ spelled ‘ow’ as in ‘grow’
- 26 - ‘ow’ as in ‘cow’
- 27 - ‘oo’ as in ‘moon’
- 28 - ‘oo’ as in ‘book’

## **“Learning the Basics” Components** (continued)

- 29 - ‘aw’ as in ‘saw’
- 30 - ‘oi’ or ‘oy’ as in ‘boil’ or ‘boy’
- 31 - review
- 32 - color words
- 33 - number words
- 34 - days of the week
- Extra: contractions

**Note:** See the Appendix for actual word lists for each of the spelling patterns listed above. If you have a spelling program that you prefer, feel free to substitute your own program for this part of the plans.

### **Grammar, Mechanics, and Usage**

One day in each unit focuses on basic grammar, mechanics, and usage skills. Lessons are mainly oral using guided conversation between you and your child. The lessons are purposefully short and designed to focus on one rule or concept per lesson. In this manner, students are exposed to a variety of language skills in a low-key way. The concepts in the lessons are only introduced and are not meant to be mastered at this level.

A brief scope and sequence of the grammar, mechanics, and usage concepts is listed by unit below (Number ‘1’ corresponds to unit 1, number ‘2’ corresponds to unit 2, etc.):

- 1 - sentences and fragments
- 2 - run-on sentences
- 3 - sentences: subjects and predicates
- 4 - sentences: statements
- 5 - sentences: questions
- 6 - sentences: questions and statements
- 7 - sentences: commands
- 8 - sentences: commands
- 9 - sentences: exclamations
- 10 - sentences: exclamations and statements
- 11 - sentences: statements, questions, commands, exclamations
- 12 - nouns
- 13 - proper nouns: first names
- 14 - proper nouns: full names
- 15 - initials of full names
- 16 - capitalizing ‘I’
- 17 - proper nouns: names of days of the week
- 18 - proper nouns: names of days of the week
- 19 - proper nouns: names of the months
- 20 - proper nouns: names of the months
- 21 - writing dates
- 22 - common and proper nouns: places

## **“Learning the Basics” Components**

(continued)

- 23 - proper nouns: addresses of places
- 24 - common nouns: things
- 25 - plural nouns: adding ‘-s’ and ‘-es’
- 26 - commas in a series
- 27 - action verbs
- 28 - verbs: using ‘is’ and ‘are’
- 29 - verbs: using ‘was’ and ‘were’
- 30 - verbs: using ‘has’ and ‘have’
- 31 - contractions
- 32 - alphabetical order
- 33 - alphabetical order
- 34 - friendly letters

### **Copywork**

Daily written language practice is provided through copywork. By copying from a correctly written model, students gain practice in handwriting, spelling, grammar, capitalization, punctuation, and vocabulary. Copywork also prepares students to eventually write their own compositions.

Copywork sessions should be limited to 5-10 minutes. Work should be required to be done neatly and correctly. It is more important for students to produce careful, quality work, rather than a large quantity that is carelessly done. Copywork assignments can be done in a notebook or on loose-leaf paper to be collected in a binder.

Four days each week, students are directed to copy a portion of the poem being studied in the unit. A different classic poem is introduced each unit. Each poem was chosen for its enduring qualities and its ability to withstand the test of time. Many famous poets are represented.

Some students will be able to copy directly from the typed poems in the Appendix. Other students will need you to write a line or two from the poem on paper for them to copy directly below it.

One day each week, students will copy a sentence or a list of words related to the grammar, usage, or mechanics concept covered in that unit.

### **Reading**

A reading instruction reminder is listed in the plans daily. If your child is a beginning reader, choose one of the phonics programs suggested in the Appendix, or use your own. If your child is an emerging reader, choose to follow the *Emerging Reader’s Schedule* in the Appendix, or use your own program. If your child is an independent reader, choose *Drawn into the Heart of Reading: Level 2/3*, or use your own reading program.

# “Learning the Basics” Components

(continued)

Since I believe reading instruction is a very personal decision for each family, I specifically designed *Beyond Little Hearts for His Glory* to work with any reading program that you choose.

## Storytime

Daily storytime sessions are based on literature that is read aloud from the following nine genres: Biography, Adventure, Historical Fiction, Fantasy, Mystery, Nonfiction, Humor, Realistic Fiction, and Folk Tale. Each type of literature is read aloud for 20 days, except for Folk Tale which is read aloud for 10 days.

The instructions and activities are written so they may be used with any literature. This flexibility allows you to use your own discretion in selecting literature to read aloud to your students. The structure also allows you to select the pace at which you'll complete your read aloud selection.

A suggested list of read-aloud titles is provided in the Appendix. This list of titles is not necessary to complete the program. It is an optional list to help you choose literature for each genre to read-aloud. Each book on the list was very carefully chosen as an excellent read-aloud for this listening level. Heart of Dakota Publishing sells three different packages of the listed read-aloud selections on the website [www.heartofdakota.com](http://www.heartofdakota.com), or call (605)-428-4068 for more information.

Each unit includes the following reading activities in coordination with the read-aloud assignments:

- \*Day 1: introduce and study different types of literature
- \*Day 2: model narration to foster comprehension
- \*Day 3: identify and analyze a different story element for each genre
- \*Day 4: relate personally to one Godly character trait, compare Biblical and book characters, and select one area to improve
- \*Day 5: practice narration by retelling the story in a variety of ways

## Math Exploration

Daily math lessons are included in the “Learning the Basics” part of the plans. These activities use concrete objects and hands-on experiences to introduce mathematical concepts through guided exploration. The workbooks *Primary Mathematics 1A & 1B* by Times New Media provide a text connection for each math lesson.

A brief scope and sequence of the math concepts is listed by unit below (Number ‘1’ corresponds to unit 1, number ‘2’ corresponds to unit 2, etc.):

- 1 - numbers ‘1’ - ‘10’: comparing sets, missing numbers, number pairs
- 2 - pairs of numbers with sums up to ‘10’
- 3 - addition: missing addends, addition stories, number sentences
- 4 - addition: commutative property, number combinations, sentences

## “Learning the Basics” Components

(continued)

- 5 - addition sums to ‘10’, introduction of subtraction: stories, sentences
- 6 - subtraction: sentences, fact families, counting backward
- 7 - addition & subtraction sentences, word problems, ordinal numbers
- 8 - ordinal numbers, review of concepts
- 9 - grouping and counting up to ‘20’, comparing and ordering numbers
- 10 - adding and subtracting by grouping tens and ones
- 11 - adding and subtracting up to ‘20’: counting up or back, fact families
- 12 - review, plane and solid figures: recognizing, naming, comparing
- 13 - plane and solid shapes: comparing sizes, completing patterns
- 14 - comparing: length, height, weight; nonstandard measurement
- 15 - weights: measuring and comparing; review, comparing groups
- 16 - sets: comparing, matching one-to-one, adding, subtracting
- 17 - graphs, numbers to ‘40’: matching, counting, number words
- 18 - grouping: tens and ones, missing addends, counting patterns
- 19 - tens and ones: writing numbers, adding, subtracting
- 20 - tens and ones: counting to add or subtract; addition facts
- 21 - subtraction: facts, with zeros, patterns; addition: 3 addends
- 22 - review, introduction to multiplication as repeated addition
- 23 - multiplication: symbols, stories, number sentences; review
- 24 - review, introduction of division as sharing equally
- 25 - dividing items into equal groups, fractions: halves, quarters
- 26 - shapes: halves, quarters; telling time: hour, half hour
- 27 - writing times: hour, half hour; review, numbers to ‘100’
- 28 - numbers to ‘100’: tens and ones, number words, adding, patterns
- 29 - numbers to ‘100’: sequencing, hundreds chart, tens and ones
- 30 - adding numbers up to ‘100’, double-digit addition with regrouping
- 31 - counting back to subtract up to ‘100’, double-digit subtraction
- 32 - double-digit subtraction with regrouping, review, counting money
- 33 - money: counting, writing amounts, comparing sets, making change
- 34 - review of previous concepts

**Note:** If you have already covered the concepts listed above, follow the alternate math schedule in the Appendix using *Primary Mathematics 2A & 2B: U.S. Edition*.

If you have a different math program that you are already comfortable using, feel free to substitute it for the “Math Exploration” part of the plans. However, you may find that you enjoy using the activities suggested in the “Math Exploration” box anyway.