

# Let's sneak a peek inside the Bigger Hearts for His Glory Teacher's Guide!

**A** A biographical approach to American history uses engaging true stories as read-alouds four days in each unit. The fifth day in each unit is used for creating a history notebook entry.

**F** Three days in each unit are devoted to spelling or dictation. Cursive handwriting practice is scheduled daily. Daily grammar and writing lessons are planned using the text *Preparing to Build: English 2* or *Beginning Wisely: English 3*.

**B** Hands-on art, history, timeline, vocabulary, narration, and geography activities rotate through this box in the plans of each unit. These coordinate with the history stories.

**G** Real books are at the heart of our reading plans. Follow the provided schedule in the Appendix for an emerging reader. For an independent reader, use *Drawn Into The Heart of Reading*.

Learning Through History Unit 1 - Day 1 Focus: Columbus Discovers America		Learning the Basics Focus: Language Arts, Math, and Science Unit 1 - Day 1	
<p><b>Reading About History</b></p> <p>Read about history in the following resource: ★ <i>A First Book in American History</i> Chapter 1: p. 1-3</p> <p>Key Idea: Columbus believed the Earth was round. He wanted to find a faster route to get to China in Asia. Columbus believed he could reach China by sailing west across the Atlantic Ocean. This was a brave, new idea.</p>	<p><b>Poetry</b></p> <p>Read aloud the poem "Four by the Clock" (see Appendix) to the students. After reading the poem, point out the special words defined at the bottom of the poem. Discuss any other words in the poem that the students may not know. Read the poem again with the students.</p> <p>Copywork: You may choose to have students copy part of the poem for this unit each day.</p> <p>Key Idea: Read and appreciate a variety of classic poetry.</p>	<p><b>Language Arts</b></p> <p>Have students complete one of the cursive handwriting options below. ★ <i>Cheerful Cursive</i> p.1 or <i>Italic D</i> half of p. 2</p> <p>Complete one of the English options below. ★ <i>English 2: Unit 1 - Lesson 1</i> ★ <i>English 3: Unit 1 - Lesson 1</i></p> <p>Choose either the Unit 1 spelling list or the first dictation passage (see Appendix for lists and passages). If you choose the spelling list, write each spelling word on a separate index card. Guide students to study each card one at a time, flip it over, write the word from memory on paper, flip the card back over to check the spelling, and erase and correct any mistakes. If you choose dictation, follow the directions in the Appendix for dictation.</p> <p>Key Idea: Practice language arts skills.</p>	<p><b>Storytime</b></p> <p>Choose at least one biography to read aloud for the next 20 days of plans (see Appendix for suggested titles). To introduce the genre, <i>Biography</i>, have students take turns finishing the following sentences: <i>My favorite thing to do is ____ I felt nervous when ____ I am looking forward to ____ I wonder about ____ Say, A biography is a true story of a person's life written by another person. Just like we learned about you as you shared about yourself, we can learn about others by reading about their lives. Read a portion of the biography you chose.</i></p> <p>Key Idea: Introduce the genre: <i>Biography</i>.</p>
<p><b>Geography</b></p> <p>Say, <i>A globe is a model of the Earth. It is much smaller than the Earth, but it is the same shape as the Earth. The Earth is made up of land and water. The land consists of seven continents. What is a continent? (A large body of land surrounded by water).</i></p> <p>Say, <i>Find North America. Trace the outline of it with your finger. Repeat this tracing activity with South America, Africa, Australia, Europe, Asia, and Antarctica.</i></p> <p>Ask, <i>On which continent is Portugal found? (Europe) Which continent did Columbus want to reach by sailing from Portugal across the Atlantic Ocean? (Asia) Which continents were in Columbus' way of reaching China by sailing west? (North America and South America) Do you think the explorers in Columbus' time knew there were seven continents? Why, or why not? How many oceans are there in the world? Outline the four oceans with your finger. Have students outline the Pacific, Atlantic, Indian, and Arctic Oceans. Ask, Which ocean is the largest? (Pacific Ocean) Do you think the explorers in Columbus' time knew there were four oceans? Why, or why not? What would it be like to sail away on an ocean if you didn't know the size of it or the distance to land?</i></p> <p>Key Idea: Maps in Columbus' time looked very different from the maps we have now. Explorers were still learning about the Earth, so maps were not accurate.</p>	<p><b>Bible Study</b></p> <p>Say, <i>In this unit, you will be studying the character trait persistence. Look up the word "persistent" in a dictionary. What does it mean to be persistent? Find Proverbs 2:3-5 in your Bible. This is the memory selection for this unit. Read the verses out loud. Ask, In Proverbs 2:3, who are you supposed to ask for insight and understanding? How does Proverbs 2:3 say you should ask God for these things? Why would it take persistence to look for silver or search for hidden treasure? If you are persistent in calling out to God, what does Proverbs 2:5 say you will find? Does everyone find the knowledge of God? Why, or why not? Say the verses together 3 times. Add hand motions to help students remember the words.</i></p> <p>Key Idea: Columbus went to Portugal to persistently pursue his dream of finding a new route to Asia.</p>	<p><b>Reading Choices</b></p> <p>Choose one of the reading options listed below (see Appendix for details). ★ <i>Scheduled Books for Emerging Readers</i> ★ <i>Drawn into the Heart of Reading</i> Level 2/3</p> <p>Key Idea: Use a step-by-step program for reading instruction.</p>	<p><b>Math Exploration</b></p> <p>From two decks of playing cards, use all of the 10's and one set of cards numbered '2' - '9'. Fold a piece of paper in half. Label the left half 'tens' and the right half 'ones'. Place three 10's cards on the 'tens' side and one '4' card on the 'ones' side. Ask students to count by 10's (10, 20, 30). Point to the '4' and say, '30 and 4 makes 34.' 4 more than 30 is 34. Direct students to write a number sentence on markerboard or paper to describe their total (3 tens + 4 ones = 34 or 30 + 4 = 34). Repeat the activity with different numbers of 'tens' and 'ones'. ✓ <i>Text Connection: Primary Mathematics Workbook 2A p. 7-8</i></p> <p>Key Idea: Form 2-digit numbers.</p>
<p><b>Corresponding Music</b></p> <p>Hymns for a Kid's Heart: Vol. One, Track 1 Song Title: "Holy, Holy, Holy" Read p. 15-16 and sing verse 1 on p. 18.</p>	<p><b>Science Exploration</b></p> <p>★ <i>Read One Small Square: Seashore</i>, Introduction and p. 6-7. Have your students orally narrate or retell the portion of today's text that was read. Use the <i>Narrative Tips</i> in the Appendix as needed.</p> <p>Key Idea: The sea covers almost 3/4 of the Earth's surface. The seashore is home to many plants and animals. The tides make the seashore an exciting and difficult place to live.</p>	<p><b>Now In Color</b></p>	

**C** Classic poems are used for copywork, vocabulary study, poetry lessons, choral reading, and enjoyment.

**H** Science readings come from stories that bring science to life for the young student. Short experiments, notebook entries, and narration practice coordinate with the readings.

**D** In each unit students memorize a verse from Proverbs, study a Godly character quality, hear a devotional, and discuss a Bible passage that corresponds with the history stories.

**I** Nine different types of literature are studied within the storytime box of the plans. Lessons on genres, story elements, narration, and Godly character traits are included in each unit.

**E** Classic hymns are practiced by adding a new verse each unit until each hymn is learned.

**J** Quick, hands-on math lessons are provided two or three times each week to go with *Singapore Math 2A/2B*. A schedule for *Math 3A/3B* is in the Appendix.