

Learning Through History

Focus: Pioneers from Spain Settle St. Augustine

Unit 1 - Day 1

Reading About History



Read about history in the following resource:

★ *American Pioneers and Patriots*
p. 2 and 12

Key Idea: When pioneers from Spain came to settle in Florida, they crossed the ocean in sailing ships. Travel was very different in those days.

Poetry and Rhymes



Read aloud the poem “*The Storm*” (see Appendix) to the students. Do not share the title. Ask students to suggest some titles for the poem. Share the real title. Read the poem again with the students.

Key Idea: Read and appreciate a variety of classic poetry.

Geography



Outline a huge circle on the floor with masking tape. Say, *This circle is Earth. Earth has 7 continents. A continent is a large body of land surrounded by water.* On separate pieces of paper write these continent names: Asia, Africa, Antarctica, North America, South America, Australia, and Europe. Help students tape each continent name on Earth in the correct place. Give students actions to follow using the continent names (i.e. *Hop on one foot from Africa to Asia*). Other actions might be to walk backward, tiptoe, crawl, twirl, stomp, or gallop. Last, have students use p. viii in *American Pioneers and Patriots* as a guide while they scoot on a pillow to show Columbus’ route and Magellan’s route.

Key Idea: Explorers discovered that the Earth had 7 continents.

Bible Study



Psalm 4:8 is the memory verse for this unit. Read the verse out loud. Ask, *What does it mean to feel peaceful? How can you feel peaceful even when there may be many things that make you worried? Who keeps you safe? How can Psalm 4:8 comfort you?* Say the verse together 3 times. Add hand motions to help students remember the words.

Key Idea: Even though the pioneers had a long, hard trip ahead of them, they knew the Lord was watching over them.

Corresponding Music



✓ *Hide ‘Em in Your Heart Volume 2*
CD - Track 20
Song: “*I Will Lie Down and Sleep*”

Learning the Basics

Focus: Language Arts and Math

Unit 1 - Day 1



Language Arts

Choose **either** spelling list 1 **or** 2 (see Appendix for lists). 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.

Copywork: Have students copy part of the poem “*The Storm*”.

Key Idea: Practice spelling words with the short ‘a’ sound as in ‘hat’.



Reading Choices

Choose **one** of the reading options listed below (see Appendix for details).

- ★ A phonics program
- ★ *Scheduled Books for Emerging Readers*
- ★ *Drawn into the Heart of Reading Level 2/3*

Key Idea: Use a step-by-step program for reading instruction.



Storytime

Choose at least one biography to read aloud for the next 20 days of plans (see Appendix for suggested titles). To introduce the genre, *Biography*, hand each student a sack. Give students a limited amount of time to find 5 items to put in their sack that tell something about themselves. Have students share their items and explain their reasons for choosing each item. 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.

Key Idea: Introduce the genre: *Biography*.

Math Exploration

Make cards with the number words ‘one’ - ‘ten’ written on them. Tell students to count silently or in a whisper as you clap your hands up to ten times. Stop clapping and ask students to say the number of times that you clapped. Then, have students hold up the matching number word card.

- ✓ Text Connection: *Primary Mathematics Workbook 1A*
p. 7-8

Key Idea: Practice counting the numbers ‘1’ - ‘10’ and matching each number to the corresponding number word.



Learning Through History

Focus: Pioneers from Spain Settle St. Augustine

Unit 1 - Day 2

Reading About History



Read about history in the following resource:

★ *American Pioneers and Patriots*
p. 3-5

Key Idea: Pedro, Catalina, and their parents left Spain on a ship bound for America. Pedro was excited, but Catalina was worried. The ship was crowded and hot.

Poetry and Rhymes



Read aloud the poem “*The Storm*” (see Appendix) with the students. Discuss the poem’s meaning. If you choose, photocopy the poem, cut it apart, and have the students place it in the correct order.

Key Idea: Read and appreciate a variety of classic poetry.

Science Exploration



Say, *The earth has five oceans: the Atlantic, the Pacific, the Arctic, the Antarctic, and the Indian Ocean. The oceans have currents, which make paths in the water as they move. Let’s try moving a boat using a current.* Fill a sink or tub partway with water. Cut a small, flat boat shape out of an index card. The boat should have a pointed front but still lay flat. Place the boat on top of the water. Say, *Fill a dropper, baster, or squirty toy with water. Hold it beneath the surface of the water behind the boat. Squeeze the water out. The boat should move forward. Try to move the boat around the sink or tub using the current.*

✓ **Text Connection:** *God’s Wonderful Works* p. 45

Key Idea: Pedro and Catalina crossed the Atlantic Ocean in a boat.

Bible Study



Say Psalm 4:8 while students join in on the parts they know. Use the hand motions you added on Day 1. Say, *Name some things that worry you. What should you do when you are worried? After you pray about your worries, how should you feel?* Next, have students do 5 jumping jacks. After 5 jumping jacks, have the students recite the entire Bible verse. Prompt the students as needed. Repeat the activity several times.

Key Idea: The pioneers knew that only the Lord could keep them safe.

Corresponding Music



✓ *Hide ‘Em in Your Heart Volume 2*
CD - Track 20
Song: “*I Will Lie Down and Sleep*”

Learning the Basics

Focus: Language Arts and Math

Unit 1 - Day 2



Language Arts

Use the spelling list from Day 1. Say the first spelling word. Use it in a sentence. Repeat the word. Ask students to write the word on a markerboard or a piece of paper from memory. Give students the matching word card from Day 1 to compare with their spelling. Guide students to correct any mistakes. Repeat the activity with all 10 words.

Copywork: Have students copy part of the poem “*The Storm*”.

Key Idea: Practice spelling words with the short ‘a’ sound as in ‘hat’.



Reading Choices

Choose **one** of the reading options listed below (see Appendix for details).

- ★ A phonics program
- ★ *Scheduled Books for Emerging Readers*
- ★ *Drawn into the Heart of Reading Level 2/3*

Key Idea: Use a step-by-step program for reading instruction.



Storytime

Read aloud the next portion of the biography that you selected. Without looking back at the story, model retelling or narrating the part of the biography that you read today to the students. Remember to tell the most important points and to add details from the story to the retelling without overwhelming the students. After the retelling, ask, *What question would you like to ask the person in this book?* On paper, write the question that the students dictated to you. Have the students copy the question on paper underneath your writing.

Key Idea: Model retelling a story from a single reading.

Math Exploration

Set out 1-10 objects in a row (i.e. blocks, cans of food, spoons, paperclips, or crayons). Ask students to make a matching set of objects underneath the row that you made. Count each set with the students to compare and make sure the sets are equal. Then, have students write the corresponding number for each set on paper or on markerboard.

- ✓ **Text Connection:** *Primary Mathematics Workbook 1A*
p. 9-10

Key Idea: Practice counting and writing the numbers ‘1’ - ‘10’.



Learning Through History

Focus: Pioneers from Spain Settle St. Augustine

Unit 1 - Day 3

Reading About History



Read about history in the following resource:

★ *American Pioneers and Patriots*
p. 6-8

Key Idea: After the ship passed the Canary Islands, there was a big storm at sea. The mainmast broke. The pioneers prayed that the Lord would calm the sea.

Poetry and Rhymes



Read aloud the poem “*The Storm*” (see Appendix) with the students. Read the poem aloud a second time, pausing after each line or two for students to add their own actions to the poem. The actions should make sense with the poem.

Key Idea: Read and appreciate a variety of classic poetry.

Science Exploration



Say, *Some sea creatures like the whale and the dolphin have blubber to protect them from cold water temperatures. Blubber is fat.* Fill a sink with very cold water. Have students coat one of their hands with a thick layer of vegetable shortening. Tell students to place both hands in the cold water. After one minute, have students take both hands out. Ask, *Is one hand colder than the other? Why might the hand with the shortening be warmer than the hand without shortening? Shortening is similar to blubber. How do you think blubber helps a whale or a dolphin?*

✓ **Text Connection:** *God’s Wonderful Works* p. 73-74 and 77

Key Idea: During their stormy sea voyage, the pioneers heard stories about crocodiles and sea creatures.

Bible Study



Say Psalm 4:8 with the students. Use the hand motions you added on Day 1. Next, have students hop on their left foot until you say, *Freeze*. After they ‘freeze’, have the students recite the entire Bible verse. Prompt students as needed. Have students switch to the right foot, and repeat the activity.

✓ **Text Connection:** *Morning Bells*
p. 65-67

Key Idea: The pioneers trusted God to watch over them.

Corresponding Music



✓ *Hide ‘Em in Your Heart Volume 2*
CD - Track 20
Song: “*I Will Lie Down and Sleep*”

Learning the Basics

Focus: Language Arts and Math

Unit 1 - Day 3



Language Arts

Using the spelling list from Day 1, choose 3 or more words that the students need to practice. Guide students to use each of the words that you chose in a sentence. On a markerboard or a piece of paper, write down the sentences as the students dictate them to you. Underline the spelling word in each sentence. Have the students copy the sentences on a piece of paper. Help students check their sentences and correct any mistakes.

Copywork: Have students copy part of the poem “*The Storm*”.

Key Idea: Practice spelling words with the short ‘a’ sound as in ‘hat’.



Reading Choices

Choose **one** of the reading options listed below (see Appendix for details).

- ★ A phonics program
- ★ *Scheduled Books for Emerging Readers*
- ★ *Drawn into the Heart of Reading Level 2/3*

Key Idea: Use a step-by-step program for reading instruction.



Math Exploration

Say, *Hold up any number of fingers from ‘1’ to ‘10’. I will also hold up any number of fingers from ‘1’ to ‘10’. Let’s compare our two sets of fingers to see who has more. Say the numbers to compare them. For example, ‘8’ is more than ‘5’. Let’s repeat the activity, but this time we’ll compare our two sets of fingers to see who has less. For example, ‘3’ is less than ‘6’. Repeat the activity alternating answers to compare more or less. If the two sets have the same number, make sure to point out that the sets are equal.*

✓ **Text Connection:** *Primary Mathematics Workbook 1A*
p. 11-12

Key Idea: Compare two sets to see which has more or less.

Storytime



Read aloud the next portion of the biography that you selected.

Say, *Characters are the people or animals in a story. Who is the most important character in the biography?* Take turns with the students naming things about the main character. Then, take turns thinking of questions to ask about the main character.

Key Idea: Introduce the story element: *character*.

Learning Through History

Focus: Pioneers from Spain Settle St. Augustine

Unit 1 – Day 4

Reading About History



Read about history in the following resource:

★ *American Pioneers and Patriots*
p. 9-11

Key Idea: Pedro used his knife to keep the door shut during the storm. After the storm, the ship stopped in Puerto Rico for repairs. Then, it sailed for America. Pedro's father rewarded Pedro with his own knife.

Poetry and Rhymes



Read aloud the poem “*The Storm*” (see Appendix) with the students. Have students draw pictures that reflect the poem's meaning on either a photocopy of the poem or on their copywork. File the finished poem in a special place.

Key Idea: Read and appreciate a variety of classic poetry.

History Activity



Divide a sheet of white paper into 5 equal columns and 9 equal rows. Label the columns from left to right across the top of the paper as follows: 1400, 1500, 1600, 1700, 1800. Say, *This will be our timeline. We will save it and add important events as we study them. Each of these columns stands for 100 years. Who do you know that has lived to be almost 100? Today we read about St. Augustine being settled in 1565. Let's find the column that says 1500. Draw a small fort in that column. Write 'St. Augustine, 1565' under it. Earlier, we read about Columbus. He sailed in 1492. Let's find the 1400 column. Draw a small ship in that column. Write 'Columbus, 1492' under it.*

Key Idea: The Spanish people settled at St. Augustine in Florida.

Bible Study



Say Psalm 4:8 with the students. Use the hand motions you added on Day 1. Ask, *What are some of the things that you need? Who helps take care of your needs? How can you show that you trust God to take care of you?* Next, have the students do 5 sit-ups. After 5 sit-ups, have the students recite the entire Bible verse.

Key Idea: When the pioneers were afraid, they prayed for the Lord to keep them safe. They trusted Him.

Corresponding Music



✓ *Hide 'Em in Your Heart Volume 2*
CD - Track 20
Song: “*I Will Lie Down and Sleep*”

Learning the Basics

Focus: Language Arts and Math

Unit 1 - Day 4



Language Arts

Use the spelling list from Day 1. Say each word and use it in a sentence. Have students write each word and check it with the matching word card from Day 1. Guide students to correct any mistakes. For each missed word, have students jump in place and spell the word out loud, jumping each time they say a letter.

Copywork: Have students copy part of the poem “*The Storm*”.

Key Idea: Practice spelling words with the short ‘a’ sound as in ‘hat’.



Reading Choices

Choose **one** of the reading options listed below (see Appendix for details).

- ★ A phonics program
- ★ *Scheduled Books for Emerging Readers*
- ★ *Drawn into the Heart of Reading Level 2/3*

Key Idea: Use a step-by-step program for reading instruction.



Storytime

Say, *Responsibility means being accountable to God and to others as you carry out your duties in a faithful way.* Read aloud the key verse 1 Peter 4:10 to illustrate *responsibility*. List some duties that you are responsible for carrying out. Now, have students list duties that they are responsible for carrying out. Read aloud the next portion of the biography that you selected. Then, ask, *How do the characters show responsibility? What could the characters do to be more responsible?*

Key Idea: Introduce the Godly character trait: *responsibility*.

Math Exploration

Make cards with the numbers ‘1’ - ‘10’. Place the cards in a row facedown in order from ‘1’ - ‘10’. Flip over the second card. Ask students to name the next three numbers in the row (‘3’, ‘4’, ‘5’). Students may check their answer by flipping over the next three cards in the row. Return the cards to their facedown position. Flip over the ninth card. Ask students to count backward to name the three numbers before the ninth card (‘8’, ‘7’, ‘6’). Have students check their answer. Repeat the activity, turning over different cards.

✓ Text Connection: *Primary Mathematics Workbook 1A* p. 13-14

Key Idea: Count up or back to find the missing numbers in a sequence.



Learning Through History

Focus: Pioneers from Spain Settle St. Augustine

Unit 1 - Day 5

Reading About History



Read the following passage from your own Bible:

★ Psalm 18:1-6

Key Idea: When the pioneers were afraid, they called out to God, just like King David did in this Psalm. They knew that God heard their cries, and they trusted God to protect them.

Poetry and Rhymes



Read aloud the poem “*The Storm*” (see Appendix) with the students. Without looking at the words, have the students recite as much of the poem as they can from memory. Prompt students as needed.

Key Idea: Read and appreciate a variety of classic poetry.

Artistic Expression



Cut a large shield out of tagboard or construction paper. Cover the shield with aluminum foil. Tape the foil to the shield in the back. Cut out a strip of paper and tape or staple it to the back of a shield as a handle. Allow students to choose to either paint or etch on their shield. If students choose to paint, use tempera paint applied with cotton swabs. If students choose to etch, use a sharp pencil or the point of a stretched out paperclip for etching. Guide students to illustrate some symbols on their shield that go along with Psalm 18:1-6. Possible symbols might include a horn, a rock, a music note, a heart, rays of light, or a fort.

Key Idea: The Lord is your shield. When you are scared, you need to trust God to protect you.

Bible Study



Ask, *In Psalm 18:1-3, what does King David say about God? In Psalm 18:4-6, what is King David describing? What can you learn from King David about trusting God? How can you trust God even when times are hard?* Ask students to share their memory verse, Psalm 4:8, with someone special. Suggestions for sharing the verse include saying it to another family member, saying it to someone by telephone, reciting it to a stuffed animal, or writing it to mail.

Key Idea: The pioneers trusted God to be their help and strength.

Corresponding Music



✓ *Hide 'Em in Your Heart Volume 2*
CD - Track 20
Song: “*I Will Lie Down and Sleep*”

Learning the Basics

Focus: Language Arts and Math

Unit 1 - Day 5



Language Arts

Say, *A sentence is a group of words that tells a complete thought. Sentences have two parts. One part tells who or what the sentence is about. The other part tells what that person or thing is doing. If a sentence is missing one of the parts, it is called a fragment. I will read you a group of words. Tell me whether the words make a sentence (S) or a fragment. (F) The dog ran away. (S) The man in the car. (F) Helen is shopping. (S) That cat is striped. (S) Running fast. (F) Playing outside. (F) I love pizza. (S) My eyes are blue. (S)*

Copywork: Have students dictate one sentence about themselves to copy.

Key Idea: Introduce the difference between sentences and fragments.



Reading Choices

Choose **one** of the reading options listed below (see Appendix for details).

- ★ A phonics program
- ★ *Scheduled Books for Emerging Readers*
- ★ *Drawn into the Heart of Reading Level 2/3*

Key Idea: Use a step-by-step program for reading instruction.



Math Exploration

Draw a group of green circles on the left side of a piece of paper to be a cabbage patch. Draw a group of orange triangles on the right side of the paper to be a carrot patch. Give students 6 marshmallows or cotton balls to be bunnies. Have students act out addition stories on their papers (i.e. 4 bunnies were in the cabbage patch. 2 bunnies were in the carrot patch. 4 bunnies and 2 bunnies make 6 bunnies.) After several practices, allow students to act out their own bunny stories.

✓ Text Connection: *Primary Mathematics Workbook 1A*
p. 15

Key Idea: Name different pairs of numbers that make '6'.

Storytime



Read aloud a short portion of the biography that you selected. Give students a chance to orally retell the portion of today's story that you read aloud. Use the following prompts as needed: *What happened in the beginning of the part that we read today? What happened during the middle of the part that we read today? What happened at the end?*

Key Idea: Give students practice retelling a portion of a biography.