

First Grade Class Schedule

Sample



- 9:00-9:20 Bible: read story, scripture memory, song, calendar
- 9:20-9:40 Spelling test
- 9:40-10:00 Phonics
- 10:00-10:15 Snack/Bathroom break
- 10:15-11:00 Penmanship/Language Arts
- 11:00-12:00 History and History Activity/Geography
- 12:00-12:45 Lunch/Recess
- 12:55-1:15 Literature
- 1:15-1:45 Art and Music Appreciation
- 1:45-2:00 Clean Up



Veritas Classical Schools – Nashville First Grade Curriculum 2021-22

Charlotte Mason

Dictation Narration Picture Study Sketching Copywork

Bible

Character Curriculum

Literature

Living Books:

The Real Story of Creation by Paul Maier
The Empty Pot by Demi
Anansi and The Magic Stick by Kimmel
Temple Cat by Andrew Clements
King Midas and the Golden Touch by Craft

Seeker of Knowledge
Romulus & Remus by Rockwell
The Story of Ping Flack/Weise
Saxon Pocket Books
Poetry by Guest

Language Arts

Penmanship: Saxon and *Draw Write Now*
Saxon Phonics and Spelling

History

The Story of the World: Ancient Times, Vol. 1

Geography

Maps, Charts, and Graphs Level A: Places Around Me
Map studies integrated with history

Thinking Skills

Primary Analogies

Cultural Literacy

Artists: Degas and Monet Composers: Tchaikovsky and Chopin

Name _____
Veritas Classical School- Nashville
First Grade Humanities
Teacher Contact Information



Sample

Week 5 Assignment Sheet
September 17, 2020
Due September 24, 2020

Bible/Character Study:

- Respect-** Showing regard for the worth of someone or something.
- Memorize by September 24th:** **Commandments 5, 6, and 7:**
 5. **honor** Honor your father and your mother. (verse 12a)
 6. **murder** You shall not murder. (verse 13)
 7. **adultery** You shall not commit adultery. (verse 14)
- Family Activity:** Watch this video and try to sing along! We'll be practicing this song in class too. <https://www.youtube.com/watch?v=o2q32Q9dtOM> Students can sing the Ten Commandments (not the whole song) instead of reciting them if they prefer.
- Family Discussion:** Our fourth area of respect is respect for self, which requires us to have a healthy view of who we are and to treat ourselves with worth and value. Another aspect of respect is to accept the way God made us. By accepting God's handiwork, we can then focus on God developing the inner person. If we respect who we are, we will be most careful about taking care of our bodies and minds and not abusing them. We are of great value to God. He valued us so much that He sent His Son to die for us. God chose us, created us, redeemed us, and called us. Our sense of worth should come from who we are in God's sight. God's love for us is unconditional. Read the following verses. He chose us: Ephesians 1:4-6. He created us: Psalm 139:13-16. He redeemed us: 1 Peter 1:18-19 and Romans 5:8. He called us: Jeremiah 29:11. Read Mark 10:13-16 about how much Jesus loved the children and how special they are to Him. Please continue to model and teach this fundamental value of respect.
- Family discussion:** "Honoring your father and mother" means showing respect for the people who gave you life. We should also honor those who nurture and teach us as parents would, such as grandparents, aunts, uncles, and others. "Thou shalt not kill." We need to teach our children to not destroy others' feelings,

confidence, sense of self-worth or dreams. We need to watch our words as well as actions to build each other up, not tear each other down. Verse 14 tells us to honor our marriage vows as well as our spouse.

- Bible Project:** Due October 1st - Make Clay Tablets. If you would like to do a different art form to make the tablets, you may do so.
- Sing** 10,000 Reasons by Matt Redman a few times this week.
<https://www.youtube.com/watch?v=XtwIT8JjddM>

History:

- Read aloud chapter 6 pg. 39-45, "Joseph Goes to Egypt." Have your child answer these questions orally:
 - **What did Jacob give to Joseph to show that he loved him?** A coat of many colors
 - **What did Joseph's brothers think about this?** They were jealous; they didn't like it.
 - **What did Pharaoh dream about and what did it mean?** He dreamed about seven fat cows and seven skinny cows. His dream meant that seven good years would come followed by seven years of famine.
 - **At the end of this story, where did the Israelites live?** Egypt
- Color the coloring page for Chapter 6
- History Copywork:** Copy the history sentences on the history sheet correctly and neatly. Practice reading the sentence.
- History Narration:** After you have read the history assignment to your child, have your child tell you about something that you've just read. Write their version down in the history workbook. The narrations are usually two to five sentences. Have your child illustrate the narration and add a caption. **Suggestions for illustrations are:** sketching a picture of 12 sons or Joseph's colorful coat
- Extending the Lesson (Optional):** Discover more about the pyramids and other fascinating facts about Egypt at kidsancientegypt.com.

Literature:

- The Real Story of the Creation*, by Paul L. Maier. Read aloud chapters 9 and 10. Discuss the comprehension questions on the study guide in the green folder.
- Use the sheet titled Day 7 and have your child leave the circle empty to show that God did not create on the seventh day.
- Try to find all the things God made on the Scavenger Hunt sheet!

Grammar:

- Complete the “Make It Proper!” worksheet. (Parents, you may write in your child’s answers.)
- Sequencing:** Complete the attached four-part sequence picture story (Dog’s Bath). You may color your picture.
- Thoughts of apples accompany the fall season. Johnny Appleseed (John Chapman) is well known for planting apples. He was a strong Christian and shared his faith with anyone and everyone. He was born on September 26th.
- Memorize the following poem by **October 1st**:

Johnny Appleseed

The Lord is good to me,
And so I thank the Lord,
For giving me the things I need,
The sun and the rain,
And the apple seed.
The Lord is good to me.

Penmanship:

- Copywork:** *Draw Write Now* - Draw the background for the animal and copy the last two sentences from page 13 into your *Draw Write Now* red folder.
- Complete the alphabet trace sheets for letters J, K, and L.

Phonics:

- Complete Lessons 18, 19, 21, and Assessment 3 (Lesson 20).
- Complete** the “Initial, Media, and Final Consonants” worksheets.
- Read Decodable Reader 4 (Frog and the Figs). Color the pictures (optional).

Spelling and Dictation:

- Spelling Words:** See attached List #5 for spelling words. **Challenge Words:** Genesis, famine
- Choose 3 activities to complete on the Spelling Menu
- Take a practice written test, then copy any misspelled words two or more times.
- Dictation:** Dictate two sentences using at least two spelling words in each sentence.

Art Appreciation: When Edgar Degas began painting, his first subjects were members of his own family.

- With your parents, look up Degas's paintings, The Bellelli Family, Marguerite Degas, and Rene De Gas at <https://www.edgar-degas.org/>.
- In your sketchbook, draw a member of your family or a family portrait. Then, paint or color your picture. Use your own artist's eye to create your portrait!

Music Appreciation:

- Pyotr Tchaikovsky - Listen to his music while you create your portrait. Does the sound of the music make you feel a certain way? Does it impact the mood of your portrait?

Geography:

- Maps, Charts, and Graphs* – Complete Lesson 4

Critical Thinking:

- Primary Analogies:* Complete pp. 7-9
- Complete “Comparing and Contrasting” worksheets (Parents, for p. 33, please read the sentences and answer options to your child. Discuss the options with your child and circle his/her answer.)

Read Aloud:

- Read Aloud** from a book of your choice for 20 minutes or more a day.
Suggested goal: minimum of 10 books or chapters per week. Parents, listen to your student read aloud so you can monitor their expression and flow as they read aloud. Also, read aloud to your child to model correct flow and

expression.

- Extending the Lesson (Optional):** Color a star on the attached sheet for every book or chapter that you read. If you do more, draw a star on the back of this sheet and color it.

I have reviewed my student's work, and all assignments are complete as outlined on this assignment sheet. _____

Parent's Signature

Notes to the teacher: