

Overview Page

What are you teaching this year?

Science Units: _____

History/Geography/SS Units: _____

Specialty Studies (art, music, sewing, swimming, etc.): _____

Language Arts:

If you are being overwhelmed with the thought of teaching, here are 2 helpful questions to consider about language arts (which is the subject that tends to take more time while likely having less "hands-on" work than other subjects):

1. This year, which would you rather emphasize (circle one group):

Phonics/Sight Words and Spelling OR Literature Studies/Comprehension?

2. This year, which would you rather emphasize (circle one group):

Grammar OR Writing (composition)?

Math: _____

Who? (think of learning styles, interests, strengths, weaknesses, age, how many...describe your student(s))

How? (methods, styles, science supplies or manipulatives or visuals or multimedia/audio needed...describe your general method)

When? (describe your general weekly and/or daily schedule)

Where? (describe your workspace and list storage places in home)

Why? (purposes, what you hope to accomplish beyond "good marks")

Write more notes on the reverse blank side.

Home Education:

Keeping it Simple and Sweet -



A Planning Booklet for _____!
(your child/teen's name)

Compliments of

Peppermint Stick Learning Company Inc.

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This booklet is also downloadable from our website in larger print.

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Teaching the Arts

There are many aspects to teaching the arts. Pick a reasonable variety of skills each year to focus on. (Circle or highlight below.)

How to Draw (basic)	How to Draw (e.g. shading, perspective, enlarging...)	Colours and Various Media (e.g. paint, chalk, charcoal)	Painting Techniques (e.g. straw blowing, dots, blending)
Cutting and Molding Techniques (e.g. scissors skills, curling, various folds, wax, dough)	Skills with Fasteners (string, split pins, glue, tape, screws, nails)	Photography, Digital Arts, Visual Presentation Skills	Art History & Styles (e.g. abstract, watercolour, Canadian artists, recycling in art)
Textures (e.g. natural such as sand, pressed flowers, stones)	Speech & Drama Skills (e.g. recitation, movement to tell a story, costume design, voice tone)	Poetry (writing, comprehension, expression)	Music Theory (e.g. reading note names, rhythm, the staff, key signatures)
Music History & Styles (e.g. classical composers, psalms, modern, Biblical standards for...)	Musical Instruments (e.g. brass, woodwinds, orchestra, piano lessons)	Vocal Music (e.g. alto, soprano, quartet, choir, clarity of words)	Home Economics (e.g. sewing, cake decorating, knitting, embroidery, woodworking, floral gardening,)

Fun & Meaningful Physical Activities

Each child should have both a time to work and a time to play. (Home organization tips are printed in our catalogue.) Here are a few suggestions for helping him/her to grow in maturity, strength, endurance, and flexibility:

- Choose a different physical skill each month to especially work on after warm-up stretches (e.g. walking, running, throwing, kicking, shoveling (snow?!), balance, jumping/hopping).
- Communication: Model good sportsmanship – encourage one another daily. Spend time together with family and friends to play and talk/visit. Purposely allow time in homeschool association meetings for the children/teens to get to know each other socially, rather than just having them listen to a presenter in a group setting.
- Toys: Look for toys that are also tools (e.g. child-size mop, measuring tape). For B-day and Christmas gifts, consider adding little by little over the years to your child's toolbox and/or hopechest with "real" grown-up items (e.g. wrenches, a plate, a serving spoon, oven mitts, BBQ tongs)
- As toys/playtime are grown out of, increase practical hobbies and craft skills. Teach children how to enjoy free time with their hands rather than just reading or watching a screen (e.g. tie a quilt, wood-burning, photography).

Write more notes on the reverse blank side.

My Reading Plan

Fill in your curriculum workbooks, sub-topics, or book titles to study for this year, below:

Literacy (learning how-to read...phonics, sight words, spelling):

Fluency (practicing reading skills...book titles, readers) and **Comprehension** (understanding and analysing a variety of reading materials and genres... biographies, novels in 2nd person, stories that teach lessons, classics and other adventure novels, etc.): _____

Literacy Tips:

- A child is ready to learn how to read when he/she wants to know the words in his/her environment such as his/her own name written on things, the cereal box, the road sign "STOP", etc. This is usually around 3-5 years old.
- Print words and simple sentences in large print (e.g. font size should be 16 - 20 pt or greater). You might want to draw around the word to show its boxed-shape of tall, short, and below-the-line letters. The child can also copy the pattern of the letters by arranging letter manipulatives together – chunky letter blocks are far better for little hands to grasp and stay motivated with than thin/flat paper pieces. (Plastic letter cubes are really nice but wooden word game pieces or homemade thick boxboard squares are OK.)
- While you are reading a book (or singing in a hymn book at church), don't point in a jerky motion. Fluency is better learned by sliding your (or their) finger along the paper or simply placing a plain bookmark under the line of words that are being read.
- Pictures add to the enjoyment of a story. Storylines and simple sentences based on a child's language in a child's world (avoid just using adult-level vocabulary in novels) help to teach literacy in a gentle manner – beginning with what a child knows and building on that knowledge to what he/she can discover in the local community and beyond.
- Because the Bible is so unique as THE living Book, daily reading from it as a family will be powerful in its impact for life and eternity. Why not read the actual Word of God (and not just depend on someone's less-than-perfect summary in a popular Bible storybook)?
- There is value in purchasing books for your own family, rather than just using borrowed library books... your child can read books from your shelves over and over whenever he/she wants, which practices independent learning and teaches by repetition. We sell many books and readers which help children to read and love it. And our "Let Me Read" reading program works with YOUR CHOICE of storybooks and/or readers. 😊

Write more notes on the reverse blank side.

My Writing Plan

Fill in your curriculum, supplies, reference books used for teaching about writing and underline sub-topics you want to cover this year:

Printing/Handwriting: _____

Supplies to gather (special pencils, eraser, clothespins, cue cards, red-blue-blue-red lined paper, etc.): _____

Creative Writing: _____

Outlining to Write

Lists

Letters/Notes

Poetry & Prose

Reports

Speeches

Stories and Journals (e.g. adventures, personal narratives)

Essays (expository, persuasive)

Summarization

Elaboration

Publishing (e.g. graphics, references, handmade books, margins)

Figures of Speech & Literary Terms

Notetaking Skills

Grammar: _____

Capitalization

Punctuation

Parts of Speech, Subjects & Predicates

Kinds of Sentences (e.g. exclamatory, dialogue, varying order of words, etc.)

Types of Words (contractions, compounds, synonyms, antonyms, homonyms)

Editing/Proofreading Skills

My Math Program

Fill in your mathematics curriculum (including any reference books or teaching websites) on the line below. You can write in the boxes about the fun hands-on math manipulatives, games, storybooks, and/or visuals that you'd like to use to put some "pep" into making math skills stick well! For a free hand-out on what to use and how to use various math manipulatives, see our website or e-mail us.

Math Topics	Fun to Teach with...
<u>Numbers and Operations:</u> Counting and Number Sense Adding, Subtracting, Multiplying, Dividing Money	
<u>Geometry:</u> Shapes – 2D and 3D Perimeter and Area Angles	
<u>Measurement:</u> Time (clock, calendar, elapsed) Metric Weight, Length, Capacity	
<u>Patterns and Algebra:</u> Patterning (and Sorting) Percent and Fractions Exponents and Roots Equations and Expressions	
<u>Data Analysis, Probability, & Logic:</u> Graphing & Statistics Estimation Problem Solving	

My Science Lesson Ideas:

Field trips:

Supplies needed (for investigations and inventions):

Reading material (books, magazines, websites):

Audiovisuals (DVDs, posters):

Student documentation of learning (notebooking, worksheets, tests, science fair projects, etc. - how will they **SHOW** what they've learned):

Topics for this year:

Suggestion: With a light-coloured crayon, **highlight a variety of 4-5 boxes each year** to teach. Ideally, students should go through the topics in the boxes twice throughout their 8-9 preschool/elementary years. For example, the first 4 years cover an introductory level of these topics, then the next 4 years cover them more in-depth, preparing students for even more detailed studies in their teen years and beyond.

Life Science (Biology including origins)	Earth & Space Science (Environmental including origins)	Physical Science (Physics)	Chemical Science (Chemistry)	Health Sciences (can be part of Phys.Ed lessons instead)
Plants	Cycles (daily, seasonal, moon)	Stable Structures, Mechanical forces, Engineering & Construction	Properties of Matter and Materials (e.g. density, rough, floats, transparent...)	Nutrition and Food Prep.
Animals	Astronomy	Simple Machines, Gears, Work, Movement	Changes of Matter (solids, liquids, gases, melting pts); pure versus mixtures	Habits (hygiene, sleep, exercise, dealing with stress, peers)
Ecology	Meteorology, Flight & Air, Wind and Water Energy	Light & Sound, (e.g. reflection, refraction, waves)	Conservation of Matter and Energy, Chemical Reactions	Disease & Injury (e.g. safety, first aid, care, disabilities)
Microbiology, Cells & Genetics	Geology (soils, rocks, minerals)	Electricity, Magnetism, Radiation, Heat	Water and other Fluids	Human Biology (e.g. systems, organs, life stages, reproduction)

Write more notes on the reverse blank side.

My History & Geography Lesson Ideas:

Field trips:

Supplies needed (for projects):

Reading material (books, magazines, websites):

Audiovisuals (DVDs, posters):

Student documentation of learning (notebooking, worksheets, tests, research projects, etc. - how will they **SHOW** what they've learned):

Topics for this year:

Suggestion: With a light-coloured crayon, **highlight 1 column or 2 boxes each year** to teach. Ideally, students should go through the topics in the boxes twice throughout their 8-9 preschool/elementary years. I like to combine both of the "geography" columns so that I can rotate the topics approximately every four years, although mapping skills are something that typically could be included every year (e.g. local maps, historical maps).

Government & Society (Social Studies)	Canadian History	World History	Canadian Geography	World Geography
Character – manners, morals, responsibilities Family history, Local community, Careers, Celebrations	Native Studies & European Explorers	Ancient Civilizations (half-year)	Mapping Skills: directions, provinces, territories, etc.	Mapping Skills: terms, continents, countries, etc.
Canadian Government (immigration, voting, trading partners, Britain, USA)	Pioneers to Confederation (1867), Famous Canadians, inventions. (Gr. 8-10 focus on history since 1867 and since WW1)	Middle Ages and Renaissance +, (including Church History & Missions), Famous people, inventors, scientists (half-year)	Canadian Communities (atlas skills; regions, fishing, farming, population trends, natural resources...)	Life Around the World (Gr.8: humanitarian concepts, world resources, details..)

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Teaching the Bible

See the "Bible and Christian Education" section of our catalogue for resources relating to Bible verse memorization, teaching Bible lessons, reference helps, and apologetics resources. We also have a webpage for "freebies" and link to other Bible-based ministries and online resources.



Planning Ideas:

- With prayer, follow the Holy Spirit's leading to choose what Bible passages to read to or with your family and how to understand God's Word. There are 3 general types of Bible studies: 1. Go verse by verse through a book of the Bible 2. Do a character study on someone and learn cross-referencing skills 3. Do a topical study on an issue of current interest to your family. The only book you really need for Bible study is the Bible itself (2 Peter 1:3, 1 John 2:27). All other resources are "extras" and should be remembered as such. If you want something "hands-on" for your children to do on a regular basis, it can be as simple as teaching them to highlight and colour-code key verses.
- "Extras": Begin to build a collection of resources in a special box(es). Include reproducible activity worksheets & colouring books, flashcard lessons/stories on paper or on disc/Powerpoint, craft patterns, puppets and scripts, Bible memory cards, game ideas, song visuals, outlined hand-outs for various ages, and other odds and ends. Organize your materials according to Old Testament or New Testament Bible stories or Bible-based topics such as "Creation", "Missions", "The Bible", etc. You can find resources like these at a conference or online from Bible-based ministries. We sell a few too. Use these "extras" occasionally to supplement Bible lessons for your children.
- Singing or listening to songs which teach about the greatness of our God is one of the simplest things to do and you can coordinate it with the Bible lesson topic of the day. A hymn book and chorus books are helpful.
- Keeping track of memory verses with stickers or David Emke's artwork (see picture above and our catalogue) is another simple and sweet way of teaching God's Word to your children.
- Often parents want to focus on manners and character education to raise a child to be "good." It IS very important to teach good manners and right attitudes. However, character education should be taught with the following understanding, as stated by Dr. Howard Hendricks: "To expect a child to live the Christian life when he does not possess it is to mock him. Until the Holy Spirit takes up residence in a person's heart, he cannot live pleasing to God." (quote found in *Preschoolers Can Know God* teacher's manual, Child Evangelism Fellowship, 2004, page 6.) Dr. Hendrick's comment is supported by Romans 8:7-8. When anyone, young or old, has Christ in his or her heart by faith (Ephesians 3:17), then God gives them the power to live a godly life. But no one can live pleasing to Him without Him. Even the good deeds that people try to do in their own strength is not acceptable to God for righteousness. (Isaiah 64:6). We need to believe/depend on Jesus Christ as our Saviour and Lord. God doesn't just "fix" our old nature, He gives us a

brand new one when we repent of our sin and believe the gospel! (2 Corinthians 5:17) *The first step in teaching "character education"* is to explain to a child what sin is, that Jesus died to take away that sin and its punishment and rose again to offer us new life. Each of us as a choice. True Christianity is not an inherited religion or one where parents can make the decision for the child. Instead it is a personal relationship—as Uncle Charlie (CBH Ministries) often said, "God has no grandchildren—just children." As parents we can only lovingly pray for our children for God to help them understand and faithfully tell them of His wonderful works as we teach them His truth.

About Us:

Peppermint Stick Learning Company Inc. is a home-based business owned by Joy and Rob Delmore that publishes and sells educational-related products focusing on CANADIAN content. We began in 2007 to preview and to develop educational resources designed for individual and small group situations. Joy is a home school mom and the main author/illustrator of the PSLC curriculum and various immediate and extended family members have helped with the development of those resources. Most are available in either printed format or in pdf format.

"Lessons that stick with a refreshing touch of sweetness" means that we try to provide fun and straightforward curriculum that helps lessons to "stick" by incorporating a VARIETY of hands-on, written, and auditory methods to reach any kind of learning style. We believe that every child learns best this way, regardless of their strengths, and that it makes learning together as individuals who are different from one another, easier for the teacher and more fun for the students. We also encourage families to learn together daily from the Bible which is refreshing to our lives and "sweeter also than the honey and the honeycomb" (see Psalm 19:7-10, 119:103). Some of our curriculum and all of our family/church resources have Biblical content; we desire to uphold the unchangeable truth of God's Word and Biblical principles for everyday life. (For our Statement of Faith and Educational Philosophy, please see our website.)