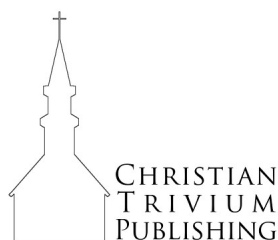


Later Knowledge Guide

A MODERN GUIDE TO A NOAH WEBSTER-STYLE GRAMMAR SCHOOL EDUCATION

1ST YEAR

ROBYN VAN ECK



Christian Grammar School at Home: 1st Year Later Knowledge Guide
by Robyn van Eck

Library of Congress Control Number: 2019908680
ISBN 987-1-7332361-0-2

Christian Trivium Publishing
Honey Grove, Texas

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Cover design by Roel van Eck.

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Through **wisdom** is an house built,
and with **understanding** it is established.
And by **knowledge** shall the chambers be filled
with all precious and pleasant riches.

Proverbs 24:3-4

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INTRODUCTION

Look closely at the old picture on the cover of this Guide. Noah Webster placed it at the beginning of his original *Blue Back Speller*. Is it a classroom? Are the children the same ages? Is a certified instructor teaching these children? But no, a mother is teaching her children, of different ages, under a tree on a lovely day, with the cat and dog along, to boot. Noah Webster believed mothers could give their children a classical grammar school-type education, and 200 years ago in this country, that's what mothers did.

You can give your children a Christian classical grammar school education. This Guide will help you do it. In the old days, mothers had gotten that education from their mothers; today, mothers are dazed and confused by the modern education we received. This Guide takes the old American classical education and lays it out for modern mothers in simple, step-by-step instructions.

The *1st Year Later Knowledge Guide* is a mix of real books, a few choice planned-out curriculums, and old-fashioned assignments. The instructions for each subject are on the Assignments By Subject pages, beginning on page 43. The required books you'll need to buy or borrow are listed in the Bibliography section. Your 1st Year later knowledge student should have his own copy of this book, so he can keep up with his assignments every day.

We found it helpful to follow this method with other families, in a co-op; the *Later Knowledge Guide* assignments are written in such a way that families can meet weekly and follow the curriculum together, or you can do it all independently. If you'd like ideas about starting a Christian classical co-op in your area, visit the Wisdom's Way page on our website at grammarofgrace.com/about/wisdoms-way.

Finally, here is a key thing to keep in mind throughout the year: You want to teach your child to *think*. The mind is just like a muscle in the body; if you want it to grow stronger, you have to push it—not too hard, so that you cause a strain, but enough to make the learner “sweat” a bit.

As you work with your child, continually ask him these questions:

What does that mean?

How do you know?

What does the Bible say about that?

Be patient; do not give him the answers, only ask guiding questions to help him figure out the answers; let him think.

And whatsoever ye do, do it heartily, as to the Lord, and not to men... .

Colossians 3:23

Above all, point him to our Lord and Savior. When it is difficult, pray and ask the Lord for help. You are helping your child's mind to develop, yes, but this entire endeavor should be used also to teach character and faith. When it is fun, praise the Lord. When it is hard, ask the Lord to help your child understand. Pray that you will not let all of these scriptures, hymns, and Christian biographies be merely an external show of godliness, but that parent and child's hearts will ever be tender toward the Lord our God.

TIME COMMITMENT

These are the target times for each daily assignment. There's some variation, but the daily assignments should be fairly consistent.

In total, the later knowledge coursework should take a bit less than 2 ½ hours a day of "classroom time", where the student is working with his parent; 2 hours a day of "homework time", the independent assignments; and 2 ½ hours of memory work and reading aloud, the *Grammar of Grace* assignments that you do with all of the children together.

The 1st Year of Later Knowledge is the year when, more than any other, mother should plan to spend a lot of time giving her student individual attention. Before this, most of the homeschool was done with all of the ages together. This year is the year when you teach your child how to do his academic work, and as you teach him what your expectations are and how to complete assignments correctly, he will, over time, be able to complete more and more of his assignments on his own, simply bringing you a finished product to check.

Compared to the 7 hours the average American child spends at school every day, and the 1 additional hour of homework that is typical for this age, the expected commitment for later knowledge students seems reasonable—especially when you consider that two hours of the "coursework" is sitting around as a family reading! (That would have been considered *recreation* in Noah Webster's day, but because it had such a profound impact on those children's intellectual development—and it is *not* a normal part of most of our modern lives—we count it in our homeschool time, for daily planning purposes.)

But there are three caveats:

1. Laziness is a daily factor. The child should spend this amount of focused, diligent time every day on his grammar school subjects. On days when he is not working diligently, he may spend much longer "doing" these assignments (although he may be daydreaming or allowing himself to be distracted!). This is part of what you're training in your child. He needs his mother to teach him to work diligently, day after day. He will thank you for it, his entire life! You're teaching him the old Puritan work ethic. That said, very often, you may expect schoolwork to take longer than this, because children will be children.
2. Don't think that this is a small time commitment. There is a myth going around homeschool circles that homeschool takes hardly any time, compared to public school, because so much time is wasted in the large classroom environment; therefore, homeschool students can be involved in more activities, enjoy more family time, go on more field trips, and perform more service projects, while having many hours a day to play outside and "be children". While there is a lot of truth to this idea before age 10, the fact is that if you want your children to be well-educated, particularly if you have more than one or two children, it is a full-time commitment. The public schools are wasting lots of time every day, with the result that children are not being educated; you will use that time effectively, ensuring that your child *is* educated. Be satisfied with that. And look at the Christian Grammar School at Home illustration again; you can do this!
3. Each child is different, of course. If you, like me, have any late-bloomers, expect to spend more time helping those ones along; you are blessing them for a lifetime!

With those caveats in mind, the assignments are planned so that they should, typically, take about this long:

MOTHER WITH ALL CHILDREN TOGETHER (2 ½ HOURS)	Average Time Required
Grammar of Grace (memory work)	30 minutes
Read Aloud by Father or Mother	2 hours
Bible Reading—15 min.	
Poetry—5 min.	
Short Stories—20 min.	
History—30 min.	
Fiction & Biography—50 min.	
INDIVIDUAL ASSIGNMENTS WITH MOTHER (2 HOURS, 20 MINUTES)	
Dictation	15 minutes
Reading Aloud	5 minutes
English Grammar	15 minutes
Latin (less time in the beginning of the year, more toward the end)	45 minutes
Arithmetic (about 30 minutes of instruction, & 30 minutes for practice)	1 hour
INDEPENDENT WORK (2 HOURS)	
Lesson	5 minutes
Copywork	15 minutes
Oral Interpretation	5 minutes
Music (Hymn Singing, not counting instrument practice, if applicable)	5 minutes
Literature & Biography (about 30 minutes of reading, & 15 for summary)	45 minutes
History (about 15 minutes of reading, & 15 for summary)	30 minutes
History Notebook	5 minutes
Natural Philosophy (Science)	10 minutes

SCHOOL DAY (DAY 1)

School Day (Day 1), each week, changes things up a bit. Of course, that's the day for drilling the new *Grammar of Grace* lessons for the week. Once-a-week assignments like Greek, Worldview, and Letter Writing are added, and the student gets a day off from most of the usual daily assignments. The student may perform his Oral Interpretation piece and is coached about a specific speaking skill. Other assignments from the past week are reviewed and discussed.

This day is intended to be fast-paced and for parent and student to move quickly through the different subjects. If you are doing this at home without a community, try to imagine that you are on a rigid schedule and stick to it. That helps you prioritize the absolute most important elements to fit into your "Grammar School" time and keep things moving along. Treating this day as special and different also breaks up the monotony that can creep into the daily homeschool routine, and helps keep things fresh for both you and your children.

BEFORE SCHOOL

In addition to the above, the student will do his Daily Bible Reading each day, which does not count toward school time, in my estimation; and on Day 1, he should probably spend about 30 minutes on his Journal and Letters assignment.

WEEKLY ASSIGNMENTS

Mother should give her 1st Year student his own copy of this Guide, and come alongside him, teaching him how to plan his time and take responsibility for completing his daily assignments.

The columns for each day contain all of the assignments the student should do, with little checkboxes for when each assignment is completed.

The Instructions for each Subject, and the assignments written out in more detail, are on the Assignments By Subject pages, beginning on page 43. Mother should begin the year by reading through the instructions for each subject with her child.

Finally, Mother should read How to Check Your Child's Work, on pages 69–74. This is the American classical style education version of an Answer Key.

WEEKLY ASSIGNMENTS

1ST YEAR
Week 1

SUBJECT & ASSIGNMENT	DAY 1/ SCHOOL DAY ✓	DAY 2 ✓	DAY 3 ✓	DAY 4 ✓	DAY 5 ✓
<i>before school</i>					
Daily Bible Reading	Matthew 1:1-5 <input type="checkbox"/>	Matthew 1:6-11 <input type="checkbox"/>	Matthew 1:12-17 <input type="checkbox"/>	Matthew 1:18-25 <input type="checkbox"/>	Matthew 2:1-8 <input type="checkbox"/>
Journal & Letters	<input type="checkbox"/>				
<i>all ages together</i>					
Grammar of Grace	Drill Week 1 <input type="checkbox"/>	Review Week 1 <input type="checkbox"/>	Review Week 1 <input type="checkbox"/>	Review Week 1 <input type="checkbox"/>	Review Week 1 <input type="checkbox"/>
Read Aloud By Father or Mother Bible, Poetry, Short Story, History, Literature		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>with mother</i>					
Dictation <i>Blue Back Speller</i> Table II (p. 17)	bag - gig <input type="checkbox"/>	pig - dug <input type="checkbox"/>	hug - wen <input type="checkbox"/>	cap - pit <input type="checkbox"/>	sit - can <input type="checkbox"/>
Reading Aloud <i>Blue Back Speller</i> Table XIII (p. 43)	Introduce Subject <input type="checkbox"/>	Lesson I <input type="checkbox"/>	Lesson I <input type="checkbox"/>	Lesson II <input type="checkbox"/>	Lesson II <input type="checkbox"/>
English Grammar <i>Our Mother Tongue</i> Unit 1, Lesson 1 (p. 7-9)	8 Parts...; Ex. & Expl <input type="checkbox"/>	Ex. & Expl.; find in Ps. 63 <input type="checkbox"/>	Historia Ex. A, #1-3 <input type="checkbox"/>	Ex. A, #4-8 <input type="checkbox"/>	<i>Blue Back</i> Lesson II <input type="checkbox"/>
Latin <i>Artes Latinae</i> Level 1, Book 1: Unit 1	Frames 1-45 <input type="checkbox"/>	Frames 46-92 Tape: 0:00 <input type="checkbox"/>	Fr. 93-140 Tape: 3:49 <input type="checkbox"/>	Fr. 141-187 Tape: 8:53 <input type="checkbox"/>	Fr. 188-233 Tape: 11:06 <input type="checkbox"/>
Arithmetic <i>Saxon Math 6/5</i>	Number Copywork <input type="checkbox"/>	Lesson 1 <input type="checkbox"/>	Lesson 2 <input type="checkbox"/>	Lesson 3 <input type="checkbox"/>	Lesson 4 <input type="checkbox"/>
Greek <i>A Greek Alphabetarion and A Greek Hupogrammon</i>	GA p. 13-21 <input type="checkbox"/>				
Worldview & Early Understanding <i>What Does the Bible Say about That?</i>	p. 8-13 Q. 1-10 <input type="checkbox"/>				
Life Skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>independent</i>					
Lesson: PETER an Apostle of JESUS CHRIST, to the strangers that dwell here and there throughout Pontus, Galatia, Cappadocia, Asia and Bithynia, 1 Peter 1:1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Copywork		<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>
Oral Interpretation	Speaking skills <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>
Music Singing and (if applicable) musical instrument practice.	What a Friend We Have in... <input type="checkbox"/>	What a Friend We Have in... <input type="checkbox"/>	What a Friend We Have in... <input type="checkbox"/>	What a Friend We Have in... <input type="checkbox"/>	What a Friend We Have in... <input type="checkbox"/>
Literature & Biography Reading	Introduce Subject <input type="checkbox"/>	Walton c. 1 <input type="checkbox"/>	Walton c. 2 <input type="checkbox"/>	Walton c. 3 <input type="checkbox"/>	Walton c. 4 <input type="checkbox"/>
History Reading	Introduce Subject <input type="checkbox"/>	Genesis c. 1-3 <input type="checkbox"/>	Ussher ¶ 1-11 <input type="checkbox"/>	Genesis c. 4-6 <input type="checkbox"/>	Ussher ¶ 12-33 <input type="checkbox"/>
History Notebook	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>
Natural Philosophy (Science)		Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>

WEEKLY ASSIGNMENTS

1ST YEAR
Week 2

SUBJECT & ASSIGNMENT	DAY 1/ SCHOOL DAY ✓	DAY 2 ✓	DAY 3 ✓	DAY 4 ✓	DAY 5 ✓
<i>before school</i>					
Daily Bible Reading	Matthew 2:9-15 <input type="checkbox"/>	Matthew 2:16-23 <input type="checkbox"/>	Matthew 3:1-6 <input type="checkbox"/>	Matthew 3:7-12 <input type="checkbox"/>	Matthew 3:13-17 <input type="checkbox"/>
Journal & Letters	<input type="checkbox"/>				
<i>all ages together</i>					
Grammar of Grace	Drill Week 2 <input type="checkbox"/>	Review Weeks 1-2 <input type="checkbox"/>	Review Weeks 1-2 <input type="checkbox"/>	Review Weeks 1-2 <input type="checkbox"/>	Review Weeks 1-2 <input type="checkbox"/>
Read Aloud By Father or Mother Bible, Poetry, Short Story, History, Literature		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>with mother</i>					
Dictation <i>Blue Back Speller</i> Table II (p. 17)	pan - had <input type="checkbox"/>	lad - did <input type="checkbox"/>	lid - get <input type="checkbox"/>	let - melt <input type="checkbox"/>	felt - sand <input type="checkbox"/>
Reading Aloud <i>Blue Back Speller</i> Table XIII (p. 43-44)	Recite Lessons for Tutor <input type="checkbox"/>	Lesson III <input type="checkbox"/>	Lesson IV <input type="checkbox"/>	Lesson V <input type="checkbox"/>	Lesson VI <input type="checkbox"/>
English Grammar <i>Our Mother Tongue</i> Unit 1, Lesson 1 (p. 9-10)	"Landing of the Pilgrim..." <input type="checkbox"/>	Ex. B, #1-2 <input type="checkbox"/>	Ex. B, #3-4 <input type="checkbox"/>	Exercise C <input type="checkbox"/>	Teddy's Father's Story <input type="checkbox"/>
Latin <i>Artes Latinae</i> Level 1, Book 1: Unit 2	Fr. 1-46 Tape: 0:00 <input type="checkbox"/>	Fr. 47-92 Tape: 2:20 <input type="checkbox"/>	Fr. 93-142 Tape: 7:09 <input type="checkbox"/>	Fr. 143-184 Tape: 12:29 <input type="checkbox"/>	Fr. 185-231... Tape: 16:29 <input type="checkbox"/>
Arithmetic <i>Saxon Math 6/5</i>	Complete Addition Table <input type="checkbox"/>	Lesson 5 <input type="checkbox"/>	Lesson 6 <input type="checkbox"/>	Lesson 7 <input type="checkbox"/>	Lesson 8 <input type="checkbox"/>
Greek <i>A Greek Alphabetarion and A Greek Hupogrammon</i>	GA p. 22-23 GH p. 14-17 <input type="checkbox"/>				
Worldview & Early Understanding <i>What Does the Bible Say about That?</i>	p. 14-19 Q. 11-19, Ex. <input type="checkbox"/>				
Life Skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>independent</i>					
Lesson: Elect according to the foreknowledge of God the Father unto sanctification of the Spirit, through obedience and sprinkling of the blood of Jesus Christ: Grace and peace be multiplied unto you. 1 Peter 1:2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Copywork		<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>
Oral Interpretation	Speaking skills <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>
Music Singing and (if applicable) musical instrument practice.	What a Friend We Have in... <input type="checkbox"/>	What a Friend We Have in... <input type="checkbox"/>	What a Friend We Have in... <input type="checkbox"/>	What a Friend We Have in... <input type="checkbox"/>	What a Friend We Have in... <input type="checkbox"/>
Literature & Biography Reading	Read + discuss summaries <input type="checkbox"/>	Walton c. 5 <input type="checkbox"/>	Walton c. 6 <input type="checkbox"/>	Walton c. 7 <input type="checkbox"/>	Walton c. 8 <input type="checkbox"/>
History Reading	Read + discuss summaries <input type="checkbox"/>	Genesis c. 7-9 <input type="checkbox"/>	Ussher ¶ 34-42 <input type="checkbox"/>	Genesis c. 10-11 <input type="checkbox"/>	Ussher ¶ 43-71 <input type="checkbox"/>
History Notebook	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>
Natural Philosophy (Science)		Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>

WEEKLY ASSIGNMENTS

1ST YEAR
Week 3

SUBJECT & ASSIGNMENT	DAY 1/ SCHOOL DAY ✓	DAY 2 ✓	DAY 3 ✓	DAY 4 ✓	DAY 5 ✓
<i>before school</i>					
Daily Bible Reading	Matthew 4:1-11 <input type="checkbox"/>	Matthew 4:12-17 <input type="checkbox"/>	Matthew 4:18-25 <input type="checkbox"/>	Matthew 5:1-7 <input type="checkbox"/>	Matthew 5:8-12 <input type="checkbox"/>
Journal & Letters	<input type="checkbox"/>				
<i>all ages together</i>					
Grammar of Grace	Drill Week 3 <input type="checkbox"/>	Review Weeks 1-3 <input type="checkbox"/>	Review Weeks 1-3 <input type="checkbox"/>	Review Weeks 1-3 <input type="checkbox"/>	Review Weeks 1-3 <input type="checkbox"/>
Read Aloud By Father or Mother Bible, Poetry, Short Story, History, Literature		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>with mother</i>					
Dictation <i>Blue Back Speller</i> Table II (p. 17-18)	bled - plod <input type="checkbox"/>	snod - grog <input type="checkbox"/>	glut - club <input type="checkbox"/>	drub - pump <input type="checkbox"/>	bend - bold <input type="checkbox"/>
Reading Aloud <i>Blue Back Speller</i> Table XIII (p. 44)	Recite Lessons for Tutor <input type="checkbox"/>	Lesson VII <input type="checkbox"/>	Lesson VIII <input type="checkbox"/>	Lesson IX <input type="checkbox"/>	Lesson X <input type="checkbox"/>
English Grammar <i>Our Mother Tongue</i> Unit 1, Lesson 1 (p. 11-13)	Common & Proper, Expl. <input type="checkbox"/>	Exercise D <input type="checkbox"/>	Noun of Direct Address, Ex. <input type="checkbox"/>	Exercise E <input type="checkbox"/>	Review Questions <input type="checkbox"/>
Latin <i>Artes Latinae</i> Level 1, Book 1: Unit 3	Fr. 1-52 Tape: 0:00 <input type="checkbox"/>	Fr. 53-108 Tape: 4:28 <input type="checkbox"/>	Fr. 109-156 Tape: 10:21 <input type="checkbox"/>	Fr. 157-204 Tape: 15:25 <input type="checkbox"/>	Fr. 205-253... Tape: 21:02 <input type="checkbox"/>
Arithmetic <i>Saxon Math 6/5</i>	Complete Multipl. Table <input type="checkbox"/>	Lesson 9 <input type="checkbox"/>	Lesson 10 <input type="checkbox"/>	Lesson 11 <input type="checkbox"/>	Lesson 12 <input type="checkbox"/>
Greek <i>A Greek Alphabetarion and A Greek Hupogrammon</i>	GA p. 24-25 GH p. 18-19 <input type="checkbox"/>				
Worldview & Early Understanding <i>What Does the Bible Say about That?</i>	p. 25-30 Q. 1-9 <input type="checkbox"/>				
Life Skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>independent</i>					
Lesson: Blessed be God, even the Father of our Lord Jesus Christ, which according to his abundant mercy hath begotten us again unto a lively hope by the resurrection of Jesus Christ from the dead, 1 Peter 1:3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Copywork		<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>
Oral Interpretation	Speaking skills <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>
Music Singing and (if applicable) musical instrument practice.	What a Friend We Have in... <input type="checkbox"/>	What a Friend We Have in... <input type="checkbox"/>	What a Friend We Have in... <input type="checkbox"/>	What a Friend We Have in... <input type="checkbox"/>	What a Friend We Have in... <input type="checkbox"/>
Literature & Biography Reading	Read + discuss summaries <input type="checkbox"/>	Walton c. 9 <input type="checkbox"/>	Walton c. 10 <input type="checkbox"/>	Walton c. 11 <input type="checkbox"/>	Walton c. 12 <input type="checkbox"/>
History Reading	Read + discuss summaries <input type="checkbox"/>	Beechick Preface <input type="checkbox"/>	Beechick c. 1 <input type="checkbox"/>	Beechick c. 2 <input type="checkbox"/>	Beechick c. 3 <input type="checkbox"/>
History Notebook	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>
Natural Philosophy (Science)		Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>

WEEKLY ASSIGNMENTS

1ST YEAR
Week 4

SUBJECT & ASSIGNMENT	DAY 1/ SCHOOL DAY ✓	DAY 2 ✓	DAY 3 ✓	DAY 4 ✓	DAY 5 ✓
<i>before school</i>					
Daily Bible Reading	Matthew 5:13–19 <input type="checkbox"/>	Matthew 5:20–26 <input type="checkbox"/>	Matthew 5:27–32 <input type="checkbox"/>	Matthew 5:33–37 <input type="checkbox"/>	Matthew 5:38–42 <input type="checkbox"/>
Journal & Letters	<input type="checkbox"/>				
<i>all ages together</i>					
Grammar of Grace	Drill Week 4 <input type="checkbox"/>	Review Weeks 1–4 <input type="checkbox"/>	Review Weeks 1–4 <input type="checkbox"/>	Review Weeks 1–4 <input type="checkbox"/>	Review Weeks 1–4 <input type="checkbox"/>
Read Aloud By Father or Mother Bible, Poetry, Short Story, History, Literature		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>with mother</i>					
Dictation <i>Blue Back Speller</i> Table II (p. 18)	hold – bill <input type="checkbox"/>	fill – best <input type="checkbox"/>	lest – lace <input type="checkbox"/>	mace – made <input type="checkbox"/>	wade – bake <input type="checkbox"/>
Reading Aloud <i>Blue Back Speller</i> Table XIII (p. 45)	Recite Lessons for Tutor <input type="checkbox"/>	Lesson XI <input type="checkbox"/>	Lesson XI <input type="checkbox"/>	Lesson XII <input type="checkbox"/>	Lesson XII <input type="checkbox"/>
English Grammar <i>Our Mother Tongue</i> Unit 1, Lesson 2 (p. 14–16)	Examples & Explanation <input type="checkbox"/>	Ex. & Expl.; find in Ps. 63 <input type="checkbox"/>	Ex. A, #1–5 <input type="checkbox"/>	Ex. A, #6–10 <input type="checkbox"/>	Auxiliaries or Helping, Expl. <input type="checkbox"/>
Latin <i>Artes Latinae</i> Level 1, Book 1: Unit 4	Fr. 1–40 Tape: (none) <input type="checkbox"/>	Fr. 41–82 Tape: (none) <input type="checkbox"/>	Fr. 83–121 Tape: 0:00 <input type="checkbox"/>	Fr. 122–159 Tape: 0:36 <input type="checkbox"/>	Fr. 160–199 Tape: 1:07 <input type="checkbox"/>
Arithmetic <i>Saxon Math 6/5</i>	Briefly go over hard bits <input type="checkbox"/>	Lesson 13 <input type="checkbox"/>	Lesson 14 <input type="checkbox"/>	Lesson 15 <input type="checkbox"/>	Lesson 16 <input type="checkbox"/>
Greek <i>A Greek Alphabetarion and A Greek Hupogrammon</i>	GA p. 26–27 GH p. 20–23 <input type="checkbox"/>				
Worldview & Early Understanding <i>What Does the Bible Say about That?</i>	p. 30–35 Q. 10–13 <input type="checkbox"/>				
Life Skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>independent</i>					
Lesson: To an inheritance immortal and undefiled, and that withereth not, reserved in heaven for us, Which are kept by the power of God through faith unto salvation, which is prepared to be showed in the last time. v. 4–5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Copywork		<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>
Oral Interpretation	Speaking skills <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>
Music Singing and (if applicable) musical instrument practice.	What a Friend We Have in... <input type="checkbox"/>	What a Friend We Have in... <input type="checkbox"/>	What a Friend We Have in... <input type="checkbox"/>	What a Friend We Have in... <input type="checkbox"/>	What a Friend We Have in... <input type="checkbox"/>
Literature & Biography Reading	Read + discuss summaries <input type="checkbox"/>	Walton c. 13–14 <input type="checkbox"/>	Carrol c. 1 <input type="checkbox"/>	Carrol c. 2 <input type="checkbox"/>	Carrol c. 3 <input type="checkbox"/>
History Reading	Read + discuss summaries <input type="checkbox"/>	Beechick c. 4 <input type="checkbox"/>	Beechick c. 5 <input type="checkbox"/>	Beechick c. 6 <input type="checkbox"/>	Beechick c. 7 <input type="checkbox"/>
History Notebook	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>
Natural Philosophy (Science)		Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>

WEEKLY ASSIGNMENTS

1ST YEAR
Week 5

SUBJECT & ASSIGNMENT	DAY 1/ SCHOOL DAY ✓	DAY 2 ✓	DAY 3 ✓	DAY 4 ✓	DAY 5 ✓
<i>before school</i>					
Daily Bible Reading	Matthew 5:43-48 <input type="checkbox"/>	Matthew 6:1-6 <input type="checkbox"/>	Matthew 6:7-15 <input type="checkbox"/>	Matthew 6:16-21 <input type="checkbox"/>	Matthew 6:22-25 <input type="checkbox"/>
Journal & Letters	<input type="checkbox"/>				
<i>all ages together</i>					
Grammar of Grace	Drill Week 5 <input type="checkbox"/>	Review Weeks 1-5 <input type="checkbox"/>	Review Weeks 1-5 <input type="checkbox"/>	Review Weeks 1-5 <input type="checkbox"/>	Review Weeks 1-5 <input type="checkbox"/>
Read Aloud By Father or Mother Bible, Poetry, Short Story, History, Literature		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>with mother</i>					
Dictation <i>Blue Back Speller</i> Table II (p. 18)	cake – sale <input type="checkbox"/>	vale – cope <input type="checkbox"/>	hope – fate <input type="checkbox"/>	grate – file <input type="checkbox"/>	bile – rare <input type="checkbox"/>
Reading Aloud <i>Blue Back Speller</i> Table XIII (p. 45-46)	Recite Lessons for Tutor <input type="checkbox"/>	Lesson XIII <input type="checkbox"/>	Lesson XIV <input type="checkbox"/>	Lesson XIV <input type="checkbox"/>	Lesson XV <input type="checkbox"/>
English Grammar <i>Our Mother Tongue</i> Unit 1, Lesson 2 (p. 15-18)	Auxiliaries or Helping, Expl. <input type="checkbox"/>	Exercise B <input type="checkbox"/>	Exercise C <input type="checkbox"/>	Linking Verbs, Explanation <input type="checkbox"/>	Linking Verbs, Explanation <input type="checkbox"/>
Latin <i>Artes Latinae</i> Level 1, Book 1: Unit 4	Fr. 200-241 Tape: 1:32 <input type="checkbox"/>	Fr. 242-280 Tape: 2:10 <input type="checkbox"/>	Fr. 281-321 Tape: 5:04 <input type="checkbox"/>	Fr. 322-360 Tape: 6:33 <input type="checkbox"/>	5-10 Readings; Vocabulary & Test Review <input type="checkbox"/>
Arithmetic <i>Saxon Math 6/5</i>	Briefly go over hard bits <input type="checkbox"/>	Lesson 17 <input type="checkbox"/>	Lesson 18 <input type="checkbox"/>	Lesson 19 <input type="checkbox"/>	Lesson 20 <input type="checkbox"/>
Greek <i>A Greek Alphabetarion and A Greek Hupogrammon</i>	GA p. 28-31 GH p. 24-27 <input type="checkbox"/>				
Worldview & Early Understanding <i>What Does the Bible Say about That?</i>	p. 36-41 Q. 14-18, Ex. <input type="checkbox"/>				
Life Skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>independent</i>					
Lesson: Wherein ye rejoice, though now for a season (if need require) ye are in heaviness, through manifold tentations, 1 Peter 1:6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Copywork		<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>
Oral Interpretation	Speaking skills <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>
Music Singing and (if applicable) musical instrument practice.	What a Friend We Have in... <input type="checkbox"/>	What a Friend We Have in... <input type="checkbox"/>	What a Friend We Have in... <input type="checkbox"/>	What a Friend We Have in... <input type="checkbox"/>	What a Friend We Have in... <input type="checkbox"/>
Literature & Biography Reading	Read + discuss summaries <input type="checkbox"/>	Carrol c. 4 <input type="checkbox"/>	Carrol c. 5 <input type="checkbox"/>	Carrol c. 6 <input type="checkbox"/>	Carrol c. 7 <input type="checkbox"/>
History Reading	Read + discuss summaries <input type="checkbox"/>	Beechick c. 8 <input type="checkbox"/>	Beechick c. 9 <input type="checkbox"/>	Beechick c. 10 <input type="checkbox"/>	Beechick c. 11 <input type="checkbox"/>
History Notebook	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>
Natural Philosophy (Science)		Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>

WEEKLY ASSIGNMENTS

1ST YEAR
Week 6

SUBJECT & ASSIGNMENT	DAY 1/ SCHOOL DAY ✓	DAY 2 ✓	DAY 3 ✓	DAY 4 ✓	DAY 5 ✓
<i>before school</i>					
Daily Bible Reading	Matthew 6:26–34 <input type="checkbox"/>	Matthew 7:1–5 <input type="checkbox"/>	Matthew 7:6–12 <input type="checkbox"/>	Matthew 7:13–20 <input type="checkbox"/>	Matthew 7:21–29 <input type="checkbox"/>
Journal & Letters	<input type="checkbox"/>				
<i>all ages together</i>					
Grammar of Grace	Drill Week 6 <input type="checkbox"/>	Review Weeks 1–6 <input type="checkbox"/>	Review Weeks 1–6 <input type="checkbox"/>	Review Weeks 1–6 <input type="checkbox"/>	Review Weeks 1–6 <input type="checkbox"/>
Read Aloud By Father or Mother Bible, Poetry, Short Story, History, Literature		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>with mother</i>					
Dictation <i>Blue Back Speller</i> Table II, III (p. 18)	tare – nose <input type="checkbox"/>	dose – plush <input type="checkbox"/>	crush – price <input type="checkbox"/>	slice – stand <input type="checkbox"/>	strand – broke <input type="checkbox"/>
Reading Aloud <i>Blue Back Speller</i> Table XV (p. 49–50)	Recite Lessons for Tutor <input type="checkbox"/>	Lesson I <input type="checkbox"/>	Lesson I <input type="checkbox"/>	Lesson I <input type="checkbox"/>	Lesson I <input type="checkbox"/>
English Grammar <i>Our Mother Tongue</i> Unit 1, Lesson 2 (p. 18–20)	Exercise D <input type="checkbox"/>	Exercise E <input type="checkbox"/>	Review Exercise A <input type="checkbox"/>	Review Ex. B, #1–3 <input type="checkbox"/>	Review Ex. B, #4–6; Historia <input type="checkbox"/>
Latin <i>Artes Latinae</i> Level 1, Book 1: Unit 5	Unit 4 Test <input type="checkbox"/>	Fr. 1–50 Tape: 0:00 <input type="checkbox"/>	Fr. 51–100 Tape: 4:23 <input type="checkbox"/>	Fr. 101–150 Tape: 5:11 <input type="checkbox"/>	Fr. 151–200 Tape: 5:49 <input type="checkbox"/>
Arithmetic <i>Saxon Math 6/5</i>	Briefly go over hard bits <input type="checkbox"/>	Lesson 21 <input type="checkbox"/>	Lesson 22 <input type="checkbox"/>	Lesson 23 <input type="checkbox"/>	Lesson 24 <input type="checkbox"/>
Greek <i>A Greek Alphabetarion</i> and <i>A Greek Hupogrammon</i>	GA p. 32–34 GH p. 28–29 <input type="checkbox"/>				
Worldview & Early Understanding <i>What Does the Bible Say about That?</i>	p. 47–51 Q. 1–5, Ex. <input type="checkbox"/>				
Life Skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>independent</i>					
Lesson: That the trial of your faith, being much more precious than gold that perisheth (though it be tried with fire) might be found unto your praise, and honor and glory at the appearing of Jesus Christ: 1 Peter 1:7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Copywork		<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>
Oral Interpretation	Speaking skills <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>
Music Singing and (if applicable) musical instrument practice.	What a Friend We Have in... <input type="checkbox"/>	What a Friend We Have in... <input type="checkbox"/>	What a Friend We Have in... <input type="checkbox"/>	What a Friend We Have in... <input type="checkbox"/>	What a Friend We Have in... <input type="checkbox"/>
Literature & Biography Reading	Read + discuss summaries <input type="checkbox"/>	Carrol c. 8 <input type="checkbox"/>	Carrol c. 9 <input type="checkbox"/>	Carrol c. 10, remarks <input type="checkbox"/>	<i>John Knox</i> Introduction <input type="checkbox"/>
History Reading	Read + discuss summaries <input type="checkbox"/>	Beechick c. 12 <input type="checkbox"/>	Beechick c. 13 <input type="checkbox"/>	Beechick c. 14 <input type="checkbox"/>	Beechick c. 15 <input type="checkbox"/>
History Notebook	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>
Natural Philosophy (Science)		Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>

WEEKLY ASSIGNMENTS

1ST YEAR
Week 7

SUBJECT & ASSIGNMENT	DAY 1/ SCHOOL DAY ✓	DAY 2 ✓	DAY 3 ✓	DAY 4 ✓	DAY 5 ✓
<i>before school</i>					
Daily Bible Reading	Matthew 8:1-4 <input type="checkbox"/>	Matthew 8:5-13 <input type="checkbox"/>	Matthew 8:14-17 <input type="checkbox"/>	Matthew 8:18-22 <input type="checkbox"/>	Matthew 8:23-27 <input type="checkbox"/>
Journal & Letters	<input type="checkbox"/>				
<i>all ages together</i>					
Grammar of Grace	Drill Week 7 <input type="checkbox"/>	Review Weeks 1-7 <input type="checkbox"/>	Review Weeks 1-7 <input type="checkbox"/>	Review Weeks 1-7 <input type="checkbox"/>	Review Weeks 1-7 <input type="checkbox"/>
Read Aloud By Father or Mother Bible, Poetry, Short Story, History, Literature		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>with mother</i>					
Dictation <i>Blue Back Speller</i> Table III (p. 18-19)	choke - shame <input type="checkbox"/>	frame - brave <input type="checkbox"/>	crave - prince <input type="checkbox"/>	rinse - ebb <input type="checkbox"/>	egg - age <input type="checkbox"/>
Reading Aloud <i>Blue Back Speller</i> Table XV (p. 50)	Recite Lessons for Tutor <input type="checkbox"/>	Lesson II <input type="checkbox"/>	Lesson II <input type="checkbox"/>	Lesson II <input type="checkbox"/>	Lesson II <input type="checkbox"/>
English Grammar <i>Our Mother Tongue</i> Unit 1, Lesson 2 (p. 20)	Review Q's, Imperative <input type="checkbox"/>	<i>Blue Back</i> Tbl. XV, Lsn. I <input type="checkbox"/>	<i>Blue Back</i> Tbl. XV, Lsn. II <input type="checkbox"/>	<i>Blue Back</i> Tbl. XV, Lsn. III <input type="checkbox"/>	<i>Blue Back</i> Tbl. XV, Lsn. IV <input type="checkbox"/>
Latin <i>Artes Latinae</i> Level 1, Book 1: Unit 5	Fr. 201-250 Tape: 6:42 <input type="checkbox"/>	Fr. 251-300 Tape: 11:21 <input type="checkbox"/>	Fr. 301-350 Tape: 13:46 <input type="checkbox"/>	Fr. 351-402 Tape: 16:25 <input type="checkbox"/>	5-10 Readings; Vocabulary & Test Review <input type="checkbox"/>
Arithmetic <i>Saxon Math 6/5</i>	Briefly go over hard bits <input type="checkbox"/>	Lesson 25 <input type="checkbox"/>	Lesson 26 <input type="checkbox"/>	Lesson 27 <input type="checkbox"/>	Lesson 28 <input type="checkbox"/>
Greek <i>A Greek Alphabetarion and A Greek Hupogrammon</i>	GA p. 35-37 GH p. 30-31 <input type="checkbox"/>				
Worldview & Early Understanding <i>What Does the Bible Say about That?</i>	p. 52-55 Q. 6-14 <input type="checkbox"/>				
Life Skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>independent</i>					
Lesson: Whom ye have not seen, and yet love him, in whom now, though ye see him not, yet do you believe, and rejoice with [joy] unspeakable and glorious, Receiving the end of your faith, even the salvation of your souls.v.8-9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Copywork		<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>
Oral Interpretation	Speaking skills <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>
Music Singing and (if applicable) musical instrument practice.	O Come, O Come... <input type="checkbox"/>	O Come, O Come... <input type="checkbox"/>	O Come, O Come... <input type="checkbox"/>	O Come, O Come... <input type="checkbox"/>	O Come, O Come... <input type="checkbox"/>
Literature & Biography Reading	Read + discuss summaries <input type="checkbox"/>	<i>John Knox</i> c. 1 <input type="checkbox"/>	<i>John Knox</i> c. 2 <input type="checkbox"/>	<i>John Knox</i> c. 3 <input type="checkbox"/>	<i>John Knox</i> c. 4 <input type="checkbox"/>
History Reading	Read + discuss summaries <input type="checkbox"/>	Beechick c. 16 <input type="checkbox"/>	Beechick c. 17 <input type="checkbox"/>	Beechick c. 18 <input type="checkbox"/>	Beechick c. 19 <input type="checkbox"/>
History Notebook	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>
Natural Philosophy (Science)		Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>

WEEKLY ASSIGNMENTS

1ST YEAR
Week 8

SUBJECT & ASSIGNMENT	DAY 1/ SCHOOL DAY ✓	DAY 2 ✓	DAY 3 ✓	DAY 4 ✓	DAY 5 ✓
<i>before school</i>					
Daily Bible Reading	Matthew 8:28-34 <input type="checkbox"/>	Matthew 9:1-8 <input type="checkbox"/>	Matthew 9:9-13 <input type="checkbox"/>	Matthew 9:14-17 <input type="checkbox"/>	Matthew 9:18-26 <input type="checkbox"/>
Journal & Letters	<input type="checkbox"/>				
<i>all ages together</i>					
Grammar of Grace	Drill Week 8 <input type="checkbox"/>	Review Weeks 2-8 <input type="checkbox"/>	Review Weeks 2-8 <input type="checkbox"/>	Review Weeks 2-8 <input type="checkbox"/>	Review Weeks 2-8 <input type="checkbox"/>
Read Aloud By Father or Mother Bible, Poetry, Short Story, History, Literature		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>with mother</i>					
Dictation <i>Blue Back Speller</i> Table III (p. 19)	aim - hath <input type="checkbox"/>	add - well <input type="checkbox"/>	less - rule <input type="checkbox"/>	time - here <input type="checkbox"/>	robe - craze <input type="checkbox"/>
Reading Aloud <i>Blue Back Speller</i> Table XV (p. 50-51)	Recite Lessons for Tutor <input type="checkbox"/>	Lesson III <input type="checkbox"/>	Lesson III <input type="checkbox"/>	Lesson III <input type="checkbox"/>	Lesson III <input type="checkbox"/>
English Grammar <i>Our Mother Tongue</i> Nouns & Verbs: NEP Mr. John Rogers	Participles; Mr. John..., Give ear... <input type="checkbox"/>	that once shall wear... <input type="checkbox"/>	If God hath given... <input type="checkbox"/>	And send the feeble... <input type="checkbox"/>	and you enjoy the land... <input type="checkbox"/>
Latin <i>Artes Latinae</i> Level 1, Book 1: Unit 6	Unit 5 Test <input type="checkbox"/>	Fr. 1-39 Tape: 0:00 <input type="checkbox"/>	Fr. 40-84 Tape: 0:28 <input type="checkbox"/>	Fr. 85-124 Tape: 2:27 <input type="checkbox"/>	Fr. 125-164 Tape: 3:37 <input type="checkbox"/>
Arithmetic <i>Saxon Math 6/5</i>	Briefly go over hard bits <input type="checkbox"/>	Lesson 29 <input type="checkbox"/>	Lesson 30 <input type="checkbox"/>	Lesson 31 <input type="checkbox"/>	Lesson 32 <input type="checkbox"/>
Greek <i>A Greek Alphabetarion</i> and <i>A Greek Hupogrammon</i>	GA p. 38-41 GH p. 32-35 <input type="checkbox"/>				
Worldview & Early Understanding <i>What Does the Bible Say about That?</i>	p. 55-58 Q. 15-19, Ex. <input type="checkbox"/>				
Life Skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>independent</i>					
Lesson: Of the which salvation the Prophets have inquired and searched, which prophesied of the grace that should come unto you, 1 Peter 1:10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Copywork		<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>
Oral Interpretation	Speaking skills <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>
Music Singing and (if applicable) musical instrument practice.	O Come, O Come... <input type="checkbox"/>	O Come, O Come... <input type="checkbox"/>	O Come, O Come... <input type="checkbox"/>	O Come, O Come... <input type="checkbox"/>	O Come, O Come... <input type="checkbox"/>
Literature & Biography Reading	Read + discuss summaries <input type="checkbox"/>	<i>John Knox</i> c. 5 <input type="checkbox"/>	<i>John Knox</i> c. 6 <input type="checkbox"/>	<i>John Knox</i> c. 7 <input type="checkbox"/>	<i>John Knox</i> c. 8 <input type="checkbox"/>
History Reading	Read + discuss summaries <input type="checkbox"/>	Guerber c. 1 <input type="checkbox"/>	Guerber c. 2 <input type="checkbox"/>	Guerber c. 3 <input type="checkbox"/>	Guerber c. 4 <input type="checkbox"/>
History Notebook	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>
Natural Philosophy (Science)		Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>

WEEKLY ASSIGNMENTS

1ST YEAR
Week 9

SUBJECT & ASSIGNMENT	DAY 1/ SCHOOL DAY ✓	DAY 2 ✓	DAY 3 ✓	DAY 4 ✓	DAY 5 ✓
<i>before school</i>					
Daily Bible Reading	Matthew 9:27-31 <input type="checkbox"/>	Matthew 9:32-38 <input type="checkbox"/>	Matthew 10:1-7 <input type="checkbox"/>	Matthew 10:8-15 <input type="checkbox"/>	Matthew 10:16-22 <input type="checkbox"/>
Journal & Letters	<input type="checkbox"/>				
<i>all ages together</i>					
Grammar of Grace	Drill Week 9 <input type="checkbox"/>	Review Weeks 3-9 <input type="checkbox"/>	Review Weeks 3-9 <input type="checkbox"/>	Review Weeks 3-9 <input type="checkbox"/>	Review Weeks 3-9 <input type="checkbox"/>
Read Aloud By Father or Mother Bible, Poetry, Short Story, History, Literature		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>with mother</i>					
Dictation <i>Blue Back Speller</i> Table III (p. 19)	prate - clank <input type="checkbox"/>	crank - splash <input type="checkbox"/>	crash - vine <input type="checkbox"/>	gripe - strife <input type="checkbox"/>	fife - vice <input type="checkbox"/>
Reading Aloud <i>Blue Back Speller</i> Table XV (p. 51)	Recite Lessons for Tutor <input type="checkbox"/>	Lesson IV <input type="checkbox"/>	Lesson IV <input type="checkbox"/>	Lesson IV <input type="checkbox"/>	Lesson IV <input type="checkbox"/>
English Grammar <i>Our Mother Tongue</i> Nouns & Verbs: Psalms of Degree	<i>NEP</i> . When I am chained... <input type="checkbox"/>	Psalms 121 <input type="checkbox"/>	Psalms 122 <input type="checkbox"/>	Psalms 127 <input type="checkbox"/>	Psalms 128 <input type="checkbox"/>
Latin <i>Artes Latinae</i> Level 1, Book 1: Unit 6	Fr. 165-210 Tape: 5:32 <input type="checkbox"/>	Fr. 211-251 Tape: 7:30 <input type="checkbox"/>	Fr. 252-294 Tape: 9:00 <input type="checkbox"/>	Fr. 295-329 Tape: 12:04 <input type="checkbox"/>	5-10 Readings; Vocabulary & Test Review <input type="checkbox"/>
Arithmetic <i>Saxon Math 6/5</i>	Briefly go over hard bits <input type="checkbox"/>	Lesson 33 <input type="checkbox"/>	Lesson 34 <input type="checkbox"/>	Lesson 35 <input type="checkbox"/>	Lesson 36 <input type="checkbox"/>
Greek <i>A Greek Alphabetarion and A Greek Hupogrammon</i>	GA p. 42-43 GH p. 36-37 <input type="checkbox"/>				
Worldview & Early Understanding <i>What Does the Bible Say about That?</i>	p. 65-72 Q. 1-8 <input type="checkbox"/>				
Life Skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>independent</i>					
Lesson: Searching when or what time the Spirit which testified before of Christ which was in them, should declare the sufferings that should come unto Christ, and the glory that should follow. 1 Peter 1:11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Copywork		<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>
Oral Interpretation	Speaking skills <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>
Music Singing and (if applicable) musical instrument practice.	O Come, O Come... <input type="checkbox"/>	O Come, O Come... <input type="checkbox"/>	O Come, O Come... <input type="checkbox"/>	O Come, O Come... <input type="checkbox"/>	O Come, O Come... <input type="checkbox"/>
Literature & Biography Reading	Read + discuss summaries <input type="checkbox"/>	<i>John Knox</i> c. 9 <input type="checkbox"/>	<i>John Knox</i> c. 10 <input type="checkbox"/>	<i>John Knox</i> c. 11 <input type="checkbox"/>	<i>John Knox</i> c. 12 <input type="checkbox"/>
History Reading	Read + discuss summaries <input type="checkbox"/>	Guerber c. 5 <input type="checkbox"/>	Guerber c. 6 <input type="checkbox"/>	Guerber c. 7 <input type="checkbox"/>	Guerber c. 8 <input type="checkbox"/>
History Notebook	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>
Natural Philosophy (Science)		Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>

WEEKLY ASSIGNMENTS

1ST YEAR

Week 10

SUBJECT & ASSIGNMENT	DAY 1/ SCHOOL DAY ✓	DAY 2 ✓	DAY 3 ✓	DAY 4 ✓	DAY 5 ✓
<i>before school</i>					
Daily Bible Reading	Matthew 10:23-31 <input type="checkbox"/>	Matthew 10:32-37 <input type="checkbox"/>	Matthew 10:38-42 <input type="checkbox"/>	Matthew 11:1-6 <input type="checkbox"/>	Matthew 11:7-14 <input type="checkbox"/>
Journal & Letters	<input type="checkbox"/>				
<i>all ages together</i>					
Grammar of Grace	Drill Week 10 <input type="checkbox"/>	Review Weeks 4-10 <input type="checkbox"/>	Review Weeks 4-10 <input type="checkbox"/>	Review Weeks 4-10 <input type="checkbox"/>	Review Weeks 4-10 <input type="checkbox"/>
Read Aloud By Father or Mother Bible, Poetry, Short Story, History, Literature		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>with mother</i>					
Dictation <i>Blue Back Speller</i> Table III (p. 19-20)	trice - splice <input type="checkbox"/>	strike - slave, slaves <input type="checkbox"/>	brave, braves - map, maps <input type="checkbox"/>	plant, plants - snake, snakes <input type="checkbox"/>	cake, cakes - chap, chaps <input type="checkbox"/>
Reading Aloud <i>Blue Back Speller</i> Table XVIII (p. 55-56)	Recite Lessons for Tutor <input type="checkbox"/>	<i>A dog..., All animals...</i> <input type="checkbox"/>	<i>A dog..., All animals...</i> <input type="checkbox"/>	<i>A dog..., All animals...</i> <input type="checkbox"/>	<i>A dog..., All animals...</i> <input type="checkbox"/>
English Grammar <i>Our Mother Tongue</i> Nouns & Verbs: Jonah 1-2	Psalms 133-134 <input type="checkbox"/>	The word of the Lord... <input type="checkbox"/>	But the Lord sent... <input type="checkbox"/>	And they said... <input type="checkbox"/>	Then said..., Now the... <input type="checkbox"/>
Latin <i>Artes Latinae</i> Level 1, Book 1: Unit 7	Unit 6 Test <input type="checkbox"/>	Fr. 1-32 Tape: 0:00 <input type="checkbox"/>	Fr. 33-66 Tape: 0:43 <input type="checkbox"/>	Fr. 67-98 Tape: 3:08 <input type="checkbox"/>	Fr. 99-134 Tape: 3:31 <input type="checkbox"/>
Arithmetic <i>Saxon Math 6/5</i>	Briefly go over hard bits <input type="checkbox"/>	Lesson 37 <input type="checkbox"/>	Lesson 38 <input type="checkbox"/>	Lesson 39 <input type="checkbox"/>	Lesson 40 <input type="checkbox"/>
Greek <i>A Greek Alphabetarion</i> and <i>A Greek Hupogrammon</i>	GA p. 44-45 GH p. 38-43 <input type="checkbox"/>				
Worldview & Early Understanding <i>What Does the Bible Say about That?</i>	p. 72-74 Q. 9-15 <input type="checkbox"/>				
Life Skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>independent</i>					
Lesson: Unto whom it was revealed, that not unto themselves, but unto us they should minister the things, which are showed unto you by them which have preached unto you the Gospel by the holy Ghost sent down from heaven, the which things the Angels desire to behold. 1 Peter 1:12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Copywork		<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>
Oral Interpretation	Speaking skills <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>
Music Singing and (if applicable) musical instrument practice.	O Come, O Come... <input type="checkbox"/>	O Come, O Come... <input type="checkbox"/>	O Come, O Come... <input type="checkbox"/>	O Come, O Come... <input type="checkbox"/>	O Come, O Come... <input type="checkbox"/>
Literature & Biography Reading	Read + discuss summaries <input type="checkbox"/>	<i>John Knox</i> c. 13 <input type="checkbox"/>	O'Brien c. 1 <input type="checkbox"/>	O'Brien c. 2 <input type="checkbox"/>	O'Brien c. 3 <input type="checkbox"/>
History Reading	Read + discuss summaries <input type="checkbox"/>	Guerber c. 9 <input type="checkbox"/>	Guerber c. 10 <input type="checkbox"/>	Guerber c. 11 <input type="checkbox"/>	Guerber c. 12 <input type="checkbox"/>
History Notebook	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>
Natural Philosophy (Science)		Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>

WEEKLY ASSIGNMENTS

1ST YEAR
Week 11

SUBJECT & ASSIGNMENT	DAY 1/ SCHOOL DAY ✓	DAY 2 ✓	DAY 3 ✓	DAY 4 ✓	DAY 5 ✓
<i>before school</i>					
Daily Bible Reading	Matthew 11:15–19 <input type="checkbox"/>	Matthew 11:20–24 <input type="checkbox"/>	Matthew 11:25–30 <input type="checkbox"/>	Matthew 12:1–8 <input type="checkbox"/>	Matthew 12:9–14 <input type="checkbox"/>
Journal & Letters	<input type="checkbox"/>				
<i>all ages together</i>					
Grammar of Grace	Drill Week 11 <input type="checkbox"/>	Review Weeks 5–11 <input type="checkbox"/>	Review Weeks 5–11 <input type="checkbox"/>	Review Weeks 5–11 <input type="checkbox"/>	Review Weeks 5–11 <input type="checkbox"/>
Read Aloud By Father or Mother Bible, Poetry, Short Story, History, Literature		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>with mother</i>					
Dictation <i>Blue Back Speller</i> Table III (p. 20)	flank, flanks – spade, spades <input type="checkbox"/>	pipe, pipes – wife, wives <input type="checkbox"/>	life, lives – choke, chokes <input type="checkbox"/>	cloke, clokes – mare, mares <input type="checkbox"/>	tare, tares – swim, swims <input type="checkbox"/>
Reading Aloud <i>Blue Back Speller</i> Table XVIII (p. 56–57)	Recite Lessons for Tutor <input type="checkbox"/>	<i>See the dog..., Henry...</i> <input type="checkbox"/>	<i>See the dog..., Henry...</i> <input type="checkbox"/>	<i>See the dog..., Henry...</i> <input type="checkbox"/>	<i>See the dog..., Henry...</i> <input type="checkbox"/>
English Grammar <i>Our Mother Tongue</i> Nouns & Verbs: John Selections	Jonah: Then Jonah..., etc. <input type="checkbox"/>	John 1:1–14 <input type="checkbox"/>	These things spake... <input type="checkbox"/>	I have..., And now... <input type="checkbox"/>	I pray not..., Father, I will... <input type="checkbox"/>
Latin <i>Artes Latinae</i> Level 1, Book 1: Unit 7	Fr. 135–168 Tape: 6:10 <input type="checkbox"/>	Fr. 169–203 Tape: 8:39 <input type="checkbox"/>	Fr. 204–238 Tape: 10:37 <input type="checkbox"/>	Fr. 239–264 Tape: 12:58 <input type="checkbox"/>	5–10 Readings; Vocabulary & Test Review <input type="checkbox"/>
Arithmetic <i>Saxon Math 6/5</i>	Briefly go over hard bits <input type="checkbox"/>	Lesson 41 <input type="checkbox"/>	Lesson 42 <input type="checkbox"/>	Lesson 43 <input type="checkbox"/>	Lesson 44 <input type="checkbox"/>
Greek <i>A Greek Alphabetarion</i> and <i>A Greek Hupogrammon</i>	GA p. 46–49 GH p. 44–47 <input type="checkbox"/>				
Worldview & Early Understanding <i>What Does the Bible Say about That?</i>	p. 79 Q. Exer. <input type="checkbox"/>				
Life Skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>independent</i>					
Lesson: Wherefore gird up the loins of your mind: be sober, and trust perfectly on that grace that is brought unto you, in the revelation of Jesus Christ, 1 Peter 1:13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Copywork		<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>
Oral Interpretation	Speaking skills <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>
Music Singing and (if applicable) musical instrument practice.	O Come, O Come... <input type="checkbox"/>	O Come, O Come... <input type="checkbox"/>	O Come, O Come... <input type="checkbox"/>	O Come, O Come... <input type="checkbox"/>	O Come, O Come... <input type="checkbox"/>
Literature & Biography Reading	Read + discuss summaries <input type="checkbox"/>	O'Brien c. 4 <input type="checkbox"/>	O'Brien c. 5 <input type="checkbox"/>	O'Brien c. 6 <input type="checkbox"/>	O'Brien c. 7 <input type="checkbox"/>
History Reading	Read + discuss summaries <input type="checkbox"/>	Guerber c. 13 <input type="checkbox"/>	Guerber c. 14 <input type="checkbox"/>	Guerber c. 15 <input type="checkbox"/>	Guerber c. 16 <input type="checkbox"/>
History Notebook	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>
Natural Philosophy (Science)		Read <i>Answers</i> <i>Magazine</i> <input type="checkbox"/>	Read <i>Answers</i> <i>Magazine</i> <input type="checkbox"/>	Read <i>Answers</i> <i>Magazine</i> <input type="checkbox"/>	Read <i>Answers</i> <i>Magazine</i> <input type="checkbox"/>

WEEKLY ASSIGNMENTS

1ST YEAR
Week 12

SUBJECT & ASSIGNMENT	DAY 1/ SCHOOL DAY ✓	DAY 2 ✓	DAY 3 ✓	DAY 4 ✓	DAY 5 ✓
<i>before school</i>					
Daily Bible Reading	Matthew 12:15-21 <input type="checkbox"/>	Matthew 12:22-33 <input type="checkbox"/>	Matthew 12:22-33 (yes, again!) <input type="checkbox"/>	Matthew 12:34-37 <input type="checkbox"/>	Matthew 12:38-42 <input type="checkbox"/>
Journal & Letters	<input type="checkbox"/>				
<i>all ages together</i>					
Grammar of Grace	Drill Week 12 <input type="checkbox"/>	Review Weeks 6-12 <input type="checkbox"/>	Review Weeks 6-12 <input type="checkbox"/>	Review Weeks 6-12 <input type="checkbox"/>	Review Weeks 6-12 <input type="checkbox"/>
Read Aloud By Father or Mother Bible, Poetry, Short Story, History, Literature		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>with mother</i>					
Dictation <i>Blue Back Speller</i> Table IV (p. 21)	baker - dyer <input type="checkbox"/>	draper - glory <input type="checkbox"/>	giant - julep <input type="checkbox"/>	lady - over <input type="checkbox"/>	pagan - raker <input type="checkbox"/>
Reading Aloud <i>Blue Back Speller</i> Table XVIII (p. 57-58)	Recite Lessons for Tutor <input type="checkbox"/>	<i>Charles... John...</i> <input type="checkbox"/>	<i>Charles... John...</i> <input type="checkbox"/>	<i>Charles... John...</i> <input type="checkbox"/>	<i>Charles... John...</i> <input type="checkbox"/>
English Grammar <i>Our Mother Tongue</i> Nouns & Verbs: Revelation 21-22	And I saw..., And he that... <input type="checkbox"/>	And there came... <input type="checkbox"/>	And he that walked... <input type="checkbox"/>	And I..., And he..., And he... <input type="checkbox"/>	Behold..., And I am..., etc. <input type="checkbox"/>
Latin <i>Artes Latinae</i> Level 1, Book 1: Unit 8	Unit 7 Test <input type="checkbox"/>	Fr. 1-49 Tape: 0:00 <input type="checkbox"/>	Fr. 50-95 Tape: 2:55 <input type="checkbox"/>	Fr. 96-141 Tape: 5:31 <input type="checkbox"/>	Fr. 142-187 Tape: 8:05 <input type="checkbox"/>
Arithmetic <i>Saxon Math 6/5</i>	Briefly go over hard bits <input type="checkbox"/>	Lesson 45 <input type="checkbox"/>	Lesson 46 <input type="checkbox"/>	Lesson 47 <input type="checkbox"/>	Lesson 48 <input type="checkbox"/>
Greek <i>A Greek Alphabetarion</i> and <i>A Greek Hupogrammon</i>	GA p. 50-53 GH p. 48-51 <input type="checkbox"/>				
Worldview & Early Understanding <i>What Does the Bible Say about That?</i>	p. 80-83 Q. 1-5 <input type="checkbox"/>				
Life Skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>independent</i>					
Lesson: As obedient children, not fashioned yourselves unto the former lusts of your ignorance: But as he which hath called you, is holy, so be ye holy in all manner of conversation, Because it is written, Be ye holy, for I am holy. 1 Peter 1:14-16	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Copywork		<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>
Oral Interpretation	Speaking skills <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>
Music Singing and (if applicable) musical instrument practice.	O Come, O Come... <input type="checkbox"/>	O Come, O Come... <input type="checkbox"/>	O Come, O Come... <input type="checkbox"/>	O Come, O Come... <input type="checkbox"/>	O Come, O Come... <input type="checkbox"/>
Literature & Biography Reading	Read + discuss summaries <input type="checkbox"/>	Kyles c. 1 <input type="checkbox"/>	Kyles c. 2 <input type="checkbox"/>	Kyles c. 3 <input type="checkbox"/>	Kyles c. 4 <input type="checkbox"/>
History Reading	Read + discuss summaries <input type="checkbox"/>	Guerber c. 17 <input type="checkbox"/>	Guerber c. 18 <input type="checkbox"/>	Guerber c. 19 <input type="checkbox"/>	Guerber c. 20 <input type="checkbox"/>
History Notebook	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>
Natural Philosophy (Science)		Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>

WEEKLY ASSIGNMENTS

1ST YEAR
Week 13

SUBJECT & ASSIGNMENT	DAY 1/ SCHOOL DAY ✓	DAY 2 ✓	DAY 3 ✓	DAY 4 ✓	DAY 5 ✓
<i>before school</i>					
Daily Bible Reading	Matthew 12:43-50 <input type="checkbox"/>	Matthew 13:1-9 <input type="checkbox"/>	Matthew 13:10-17 <input type="checkbox"/>	Matthew 13:18-23 <input type="checkbox"/>	Matthew 13:24-30 <input type="checkbox"/>
Journal & Letters	<input type="checkbox"/>				
<i>all ages together</i>					
Grammar of Grace	Drill Week 13 <input type="checkbox"/>	Review Weeks 7-13 <input type="checkbox"/>	Review Weeks 7-13 <input type="checkbox"/>	Review Weeks 7-13 <input type="checkbox"/>	Review Weeks 7-13 <input type="checkbox"/>
Read Aloud By Father or Mother Bible, Poetry, Short Story, History, Literature		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>with mother</i>					
Dictation <i>Blue Back Speller</i> Table IV (p. 21-22)	real - shady <input type="checkbox"/>	silent - tory <input type="checkbox"/>	total - vital <input type="checkbox"/>	vocal - alum <input type="checkbox"/>	amber - blunder <input type="checkbox"/>
Reading Aloud <i>Blue Back Speller</i> Table XX (p. 62)	Recite Lessons for Tutor <input type="checkbox"/>	Lesson I <input type="checkbox"/>	Lesson II <input type="checkbox"/>	Lesson III <input type="checkbox"/>	Lesson IV <input type="checkbox"/>
English Grammar <i>Our Mother Tongue</i> Unit 1, Lesson 3 (p. 21-23)	Examples & Explanation <input type="checkbox"/>	Ex. & Expl. Exercise A, #1 <input type="checkbox"/>	Exercise A, #2-4 <input type="checkbox"/>	Punct. Note, Exer. A, #5-7 <input type="checkbox"/>	Exercise A, #8-10 <input type="checkbox"/>
Latin <i>Artes Latinae</i> Level 1, Book 1: Unit 8	Fr. 188-232 Tape: 9:45 <input type="checkbox"/>	Fr. 233-258 Tape: 14:14 <input type="checkbox"/>	Fr. 259-313 Tape: 14:26 <input type="checkbox"/>	Fr. 314-371 Tape: 17:32 <input type="checkbox"/>	5-10 Readings; Vocabulary & Test Review <input type="checkbox"/>
Arithmetic <i>Saxon Math 6/5</i>	Briefly go over hard bits <input type="checkbox"/>	Lesson 49 <input type="checkbox"/>	Lesson 50 <input type="checkbox"/>	Lesson 51 <input type="checkbox"/>	Lesson 52 <input type="checkbox"/>
Greek <i>A Greek Alphabetarion and A Greek Hupogrammon</i>	GA p. 54-57 GH p. 52-55 <input type="checkbox"/>				
Worldview & Early Understanding <i>What Does the Bible Say about That?</i>	p. 84-86 Q. 6-10 <input type="checkbox"/>				
Life Skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>independent</i>					
Lesson: And if ye call him Father, which without respect of person judgeth according to every man's work, pass the time of your dwelling here in fear. 1 Peter 1:17	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Copywork		<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>
Oral Interpretation	Speaking skills <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>
Music Singing and (if applicable) musical instrument practice.	O for a Thousand... <input type="checkbox"/>	O for a Thousand... <input type="checkbox"/>	O for a Thousand... <input type="checkbox"/>	O for a Thousand... <input type="checkbox"/>	O for a Thousand... <input type="checkbox"/>
Literature & Biography Reading	Read + discuss summaries <input type="checkbox"/>	Kyles c. 5 <input type="checkbox"/>	Kyles c. 6 <input type="checkbox"/>	Kyles c. 7 <input type="checkbox"/>	Kyles c. 8 <input type="checkbox"/>
History Reading	Read + discuss summaries <input type="checkbox"/>	Guerber c. 21 <input type="checkbox"/>	Guerber c. 22 <input type="checkbox"/>	Guerber c. 23 <input type="checkbox"/>	Guerber c. 24 <input type="checkbox"/>
History Notebook	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>
Natural Philosophy (Science)		Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>

WEEKLY ASSIGNMENTS

1ST YEAR
Week 14

SUBJECT & ASSIGNMENT	DAY 1/ SCHOOL DAY ✓	DAY 2 ✓	DAY 3 ✓	DAY 4 ✓	DAY 5 ✓
<i>before school</i>					
Daily Bible Reading	Matthew 13:31-35 <input type="checkbox"/>	Matthew 13:36-43 <input type="checkbox"/>	Matthew 13:44-50 <input type="checkbox"/>	Matthew 13:51-58 <input type="checkbox"/>	Matthew 14:1-7 <input type="checkbox"/>
Journal & Letters	<input type="checkbox"/>				
<i>all ages together</i>					
Grammar of Grace	Drill Week 14 <input type="checkbox"/>	Review Weeks 8-14 <input type="checkbox"/>	Review Weeks 8-14 <input type="checkbox"/>	Review Weeks 8-14 <input type="checkbox"/>	Review Weeks 8-14 <input type="checkbox"/>
Read Aloud By Father or Mother Bible, Poetry, Short Story, History, Literature		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>with mother</i>					
Dictation <i>Blue Back Speller</i> Table IV (p. 22)	buffet - cinder <input type="checkbox"/>	cutler - factor <input type="checkbox"/>	faggot - frantic <input type="checkbox"/>	funnel - glitter <input type="checkbox"/>	gullet - hunter <input type="checkbox"/>
Reading Aloud <i>Blue Back Speller</i> Table XXII (p. 64-65)	Recite Lessons for Tutor <input type="checkbox"/>	Lesson I <input type="checkbox"/>	Lessons II & III <input type="checkbox"/>	Lesson IV <input type="checkbox"/>	Lesson V <input type="checkbox"/>
English Grammar <i>Our Mother Tongue</i> Unit 1, Lesson 3 (p. 23-25)	The Article, Explanation <input type="checkbox"/>	Exercise B <input type="checkbox"/>	Exercise C, #1-5 <input type="checkbox"/>	Exercise C, #6-10 <input type="checkbox"/>	Exercise D <input type="checkbox"/>
Latin <i>Artes Latinae</i> Level 1, Book 1: Unit 9	Unit 8 Test <input type="checkbox"/>	Fr. 1-50 Tape: 0:00 <input type="checkbox"/>	Fr. 51-100 Tape: 2:39 <input type="checkbox"/>	Fr. 101-150 Tape: 6:01 <input type="checkbox"/>	Fr. 151-200 Tape: 8:23 <input type="checkbox"/>
Arithmetic <i>Saxon Math 6/5</i>	Briefly go over hard bits <input type="checkbox"/>	Lesson 53 <input type="checkbox"/>	Lesson 54 <input type="checkbox"/>	Lesson 55 <input type="checkbox"/>	Lesson 56 <input type="checkbox"/>
Greek <i>A Greek Alphabetarion and A Greek Hupogrammon</i>	GA p. 58-61 GH p. 56-59 <input type="checkbox"/>				
Worldview & Early Understanding <i>What Does the Bible Say about That?</i>	p. 87-92 Q. 11-12, Ex. <input type="checkbox"/>				
Life Skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>independent</i>					
Lesson: Knowing that ye were not redeemed with corruptible things, as silver and gold, from your vain conversation, received by the traditions of the fathers, But with the precious blood of Christ, as of a Lamb undefiled, and without spot. 1 Peter 1:18-19	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Copywork		<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>
Oral Interpretation	Speaking skills <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>
Music Singing and (if applicable) musical instrument practice.	O for a Thousand... <input type="checkbox"/>	O for a Thousand... <input type="checkbox"/>	O for a Thousand... <input type="checkbox"/>	O for a Thousand... <input type="checkbox"/>	O for a Thousand... <input type="checkbox"/>
Literature & Biography Reading	Read + discuss summaries <input type="checkbox"/>	Kyles c. 9 <input type="checkbox"/>	Kyles c. 10 <input type="checkbox"/>	Kyles c. 11 <input type="checkbox"/>	Kyles c. 12 <input type="checkbox"/>
History Reading	Read + discuss summaries <input type="checkbox"/>	Guerber c. 25 <input type="checkbox"/>	Guerber c. 26 <input type="checkbox"/>	Guerber c. 27 <input type="checkbox"/>	Guerber c. 28 <input type="checkbox"/>
History Notebook	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>
Natural Philosophy (Science)		Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>

WEEKLY ASSIGNMENTS

1ST YEAR
Week 15

SUBJECT & ASSIGNMENT	DAY 1/ SCHOOL DAY ✓	DAY 2 ✓	DAY 3 ✓	DAY 4 ✓	DAY 5 ✓
<i>before school</i>					
Daily Bible Reading	Matthew 14:8–14 <input type="checkbox"/>	Matthew 14:15–21 <input type="checkbox"/>	Matthew 14:22–31 <input type="checkbox"/>	Matthew 14:32–36 <input type="checkbox"/>	Matthew 15:1–6 <input type="checkbox"/>
Journal & Letters	<input type="checkbox"/>				
<i>all ages together</i>					
Grammar of Grace	Drill Week 15 <input type="checkbox"/>	Review Weeks 9–15 <input type="checkbox"/>	Review Weeks 9–15 <input type="checkbox"/>	Review Weeks 9–15 <input type="checkbox"/>	Review Weeks 9–15 <input type="checkbox"/>
Read Aloud By Father or Mother Bible, Poetry, Short Story, History, Literature		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>with mother</i>					
Dictation <i>Blue Back Speller</i> Table IV (p. 22)	insect – lantern <input type="checkbox"/>	lappet – manner <input type="checkbox"/>	matron – number <input type="checkbox"/>	nutmeg – pepper <input type="checkbox"/>	pillar – render <input type="checkbox"/>
Reading Aloud <i>Blue Back Speller</i> Table XXV (p. 67–68)	Recite Lessons for Tutor <input type="checkbox"/>	<i>There are... As soon as...</i> <input type="checkbox"/>	<i>There are... As soon as...</i> <input type="checkbox"/>	<i>Charles... Henry...</i> <input type="checkbox"/>	<i>Charles... Henry...</i> <input type="checkbox"/>
English Grammar <i>Our Mother Tongue</i> Unit 1, Lesson 3 (p. 25–27)	The Proper Adj., Historia <input type="checkbox"/>	The Proper Adj., Exercise E <input type="checkbox"/>	Exercise F <i>All</i> <input type="checkbox"/>	<i>Blue Back</i> “As soon as...” <input type="checkbox"/>	Review Q’s, Poss. Nouns <input type="checkbox"/>
Latin <i>Artes Latinae</i> Level 1, Book 1: Unit 9	Fr. 201–250 Tape: 10:45 <input type="checkbox"/>	Fr. 251–300 Tape: 16:40 <input type="checkbox"/>	Fr. 301–350 Tape: 21:50 <input type="checkbox"/>	Fr. 351–395 Tape: (none) <input type="checkbox"/>	5–10 Readings; Vocabulary & Test Review <input type="checkbox"/>
Arithmetic <i>Saxon Math 6/5</i>	Briefly go over hard bits <input type="checkbox"/>	Lesson 57 <input type="checkbox"/>	Lesson 58 <input type="checkbox"/>	Lesson 59 <input type="checkbox"/>	Lesson 60 <input type="checkbox"/>
Greek <i>A Greek Alphabetarion</i> and <i>A Greek Hupogrammon</i>	GA p. 62–65 GH p. 60–63 <input type="checkbox"/>				
Worldview & Early Understanding <i>What Does the Bible Say about That?</i>	p. 93–96 Q. 1–4 <input type="checkbox"/>				
Life Skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>independent</i>					
Lesson: Which was ordained before the foundation of the world, but was declared in the last times for your sakes, 1 Peter 1:20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Copywork		<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>
Oral Interpretation	Speaking skills <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>
Music Singing and (if applicable) musical instrument practice.	O for a Thousand... <input type="checkbox"/>	O for a Thousand... <input type="checkbox"/>	O for a Thousand... <input type="checkbox"/>	O for a Thousand... <input type="checkbox"/>	O for a Thousand... <input type="checkbox"/>
Literature & Biography Reading	Read + discuss summaries <input type="checkbox"/>	Kyles c. 13 <input type="checkbox"/>	Kyles c. 14 <input type="checkbox"/>	Mowgil’s Brothers (½) <input type="checkbox"/>	Mowgil’s (½), <i>Hunting Song</i> <input type="checkbox"/>
History Reading	Read + discuss summaries <input type="checkbox"/>	Guerber c. 29 <input type="checkbox"/>	Guerber c. 30 <input type="checkbox"/>	Guerber c. 31 <input type="checkbox"/>	Guerber c. 32 <input type="checkbox"/>
History Notebook	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>
Natural Philosophy (Science)		Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>

WEEKLY ASSIGNMENTS

1ST YEAR
Week 16

SUBJECT & ASSIGNMENT	DAY 1/ SCHOOL DAY ✓	DAY 2 ✓	DAY 3 ✓	DAY 4 ✓	DAY 5 ✓
<i>before school</i>					
Daily Bible Reading	Matthew 15:7-14 <input type="checkbox"/>	Matthew 15:15-20 <input type="checkbox"/>	Matthew 15:21-28 <input type="checkbox"/>	Matthew 15:29-39 <input type="checkbox"/>	Matthew 16:1-4 <input type="checkbox"/>
Journal & Letters	<input type="checkbox"/>				
<i>all ages together</i>					
Grammar of Grace	Drill Week 16 <input type="checkbox"/>	Review Weeks 10-16 <input type="checkbox"/>	Review Weeks 10-16 <input type="checkbox"/>	Review Weeks 10-16 <input type="checkbox"/>	Review Weeks 10-16 <input type="checkbox"/>
Read Aloud By Father or Mother Bible, Poetry, Short Story, History, Literature		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>with mother</i>					
Dictation <i>Blue Back Speller</i> Table IV (p. 22-23)	rennet - selfish <input type="checkbox"/>	sentence - slumber <input type="checkbox"/>	smuggler - suffer <input type="checkbox"/>	sullen - tenter <input type="checkbox"/>	timber - vulgar <input type="checkbox"/>
Reading Aloud <i>Blue Back Speller</i> Table XXVII (p. 69-70)	Recite Lessons for Tutor <input type="checkbox"/>	Table XXVII <input type="checkbox"/>	Table XXVII <input type="checkbox"/>	Table XXVII <input type="checkbox"/>	Table XXVII <input type="checkbox"/>
English Grammar <i>Our Mother Tongue</i> Unit 1, Lesson 4 (p. 28-30)	Examples & Explanation <input type="checkbox"/>	Examp., Expl., (more) Examp. <input type="checkbox"/>	Exercise A <input type="checkbox"/>	Exercise B <input type="checkbox"/>	<i>Blue Back</i> "Now see..." <input type="checkbox"/>
Latin <i>Artes Latinae</i> Level 1, Book 1: Unit 10	Unit 9 Test <input type="checkbox"/>	Fr. 1-53 Tape: 0:00 <input type="checkbox"/>	Fr. 54-108 Tape: 4:15 <input type="checkbox"/>	Fr. 109-166 Tape: 6:26 <input type="checkbox"/>	Fr. 167-220 Tape: 9:56 <input type="checkbox"/>
Arithmetic <i>Saxon Math 6/5</i>	Briefly go over hard bits <input type="checkbox"/>	Lesson 61 <input type="checkbox"/>	Lesson 62 <input type="checkbox"/>	Lesson 63 <input type="checkbox"/>	Lesson 64 <input type="checkbox"/>
Greek <i>A Greek Alphabetarion</i> and <i>A Greek Hupogrammon</i>	GA p. 66-69 GH p. 64-67 <input type="checkbox"/>				
Worldview & Early Understanding <i>What Does the Bible Say about That?</i>	p. 96-99 Q. 5-8 <input type="checkbox"/>				
Life Skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>independent</i>					
Lesson: Which by his means do believe in God that raised him from the dead, and gave him glory, that your faith and hope might be in God. 1 Peter 1:21	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Copywork		<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>
Oral Interpretation	Speaking skills <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>
Music Singing and (if applicable) musical instrument practice.	O for a Thousand... <input type="checkbox"/>	O for a Thousand... <input type="checkbox"/>	O for a Thousand... <input type="checkbox"/>	O for a Thousand... <input type="checkbox"/>	O for a Thousand... <input type="checkbox"/>
Literature & Biography Reading	Read + discuss summaries <input type="checkbox"/>	Kaa's Hunting (½) <input type="checkbox"/>	Kaa's (½), <i>Road-Song</i> <input type="checkbox"/>	How Fear Came (½) <input type="checkbox"/>	How Fear (½), <i>Law of Jungle</i> <input type="checkbox"/>
History Reading	Read + discuss summaries <input type="checkbox"/>	Guerber c. 33 <input type="checkbox"/>	Guerber c. 34 <input type="checkbox"/>	Guerber c. 35 <input type="checkbox"/>	Guerber c. 36 <input type="checkbox"/>
History Notebook	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>
Natural Philosophy (Science)		Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>

WEEKLY ASSIGNMENTS

1ST YEAR
Week 17

SUBJECT & ASSIGNMENT	DAY 1/ SCHOOL DAY ✓	DAY 2 ✓	DAY 3 ✓	DAY 4 ✓	DAY 5 ✓
<i>before school</i>					
Daily Bible Reading	Matthew 16:5–12 <input type="checkbox"/>	Matthew 16:13–20 <input type="checkbox"/>	Matthew 16:21–28 <input type="checkbox"/>	Matthew 17:1–8 <input type="checkbox"/>	Matthew 17:9–13 <input type="checkbox"/>
Journal & Letters	<input type="checkbox"/>				
<i>all ages together</i>					
Grammar of Grace	Drill Week 17 <input type="checkbox"/>	Review Weeks 11–17 <input type="checkbox"/>	Review Weeks 11–17 <input type="checkbox"/>	Review Weeks 11–17 <input type="checkbox"/>	Review Weeks 11–17 <input type="checkbox"/>
Read Aloud By Father or Mother Bible, Poetry, Short Story, History, Literature		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>with mother</i>					
Dictation <i>Blue Back Speller</i> Table IV (p. 23)	ugly – wisdom <input type="checkbox"/>	artless – conquest <input type="checkbox"/>	consul – jocky <input type="checkbox"/>	jolly – errand <input type="checkbox"/>	hermit – venom <input type="checkbox"/>
Reading Aloud <i>Blue Back Speller</i> Table XXIX (p. 72–73)	Recite Lessons for Tutor <input type="checkbox"/>	Lesson I <input type="checkbox"/>	Lesson II <input type="checkbox"/>	Lesson III <input type="checkbox"/>	Lesson IV, Our Saviour's... <input type="checkbox"/>
English Grammar <i>Our Mother Tongue</i> Unit 1, Lesson 4 (p. 30–32)	Exercise C <input type="checkbox"/>	Exercise D <input type="checkbox"/>	Exercise E, #1–5 <input type="checkbox"/>	Exercise E, #6–10 <input type="checkbox"/>	<i>Blue Back</i> Tbl. XXIX, Lsn. I <input type="checkbox"/>
Latin <i>Artes Latinae</i> Level 1, Book 1: Unit 10	Fr. 221–278 Tape: 10:35 <input type="checkbox"/>	Fr. 279–336 Tape: 15:42 <input type="checkbox"/>	Fr. 337–376 Tape: 18:18 <input type="checkbox"/>	Fr. 377–435 Tape: 20:37 <input type="checkbox"/>	5–10 Readings; Vocabulary & Test Review <input type="checkbox"/>
Arithmetic <i>Saxon Math 6/5</i>	Briefly go over hard bits <input type="checkbox"/>	Lesson 65 <input type="checkbox"/>	Lesson 66 <input type="checkbox"/>	Lesson 67 <input type="checkbox"/>	Lesson 68 <input type="checkbox"/>
Greek <i>A Greek Alphabetarion</i> and <i>A Greek Hupogrammon</i>	GA p. 70–73 GH p. 68–73 <input type="checkbox"/>				
Worldview & Early Understanding <i>What Does the Bible Say about That?</i>	p. 100–102 Q. 9–13, Exer. <input type="checkbox"/>				
Life Skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>independent</i>					
Lesson: Having purified your souls in obeying the truth through the Spirit, to love brotherly without feigning, love one another with a pure heart fervently: 1 Peter 1:22	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Copywork		<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>
Oral Interpretation	Speaking skills <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>
Music Singing and (if applicable) musical instrument practice.	O for a Thousand... <input type="checkbox"/>	O for a Thousand... <input type="checkbox"/>	O for a Thousand... <input type="checkbox"/>	O for a Thousand... <input type="checkbox"/>	O for a Thousand... <input type="checkbox"/>
Literature & Biography Reading	Read + discuss summaries <input type="checkbox"/>	"Tiger! Tiger!" (½) <input type="checkbox"/>	"Tiger! ..." (½), <i>Mowgli's Song</i> <input type="checkbox"/>	The King's Ankus (½) <input type="checkbox"/>	The King's (½), <i>Little Hunter</i> <input type="checkbox"/>
History Reading	Read + discuss summaries <input type="checkbox"/>	Guerber c. 37 <input type="checkbox"/>	Guerber c. 38 <input type="checkbox"/>	Guerber c. 39 <input type="checkbox"/>	Guerber c. 40 <input type="checkbox"/>
History Notebook	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>
Natural Philosophy (Science)		Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>

WEEKLY ASSIGNMENTS

1ST YEAR
Week 18

SUBJECT & ASSIGNMENT	DAY 1/ SCHOOL DAY ✓	DAY 2 ✓	DAY 3 ✓	DAY 4 ✓	DAY 5 ✓
<i>before school</i>					
Daily Bible Reading	Matthew 17:14-21 <input type="checkbox"/>	Matthew 17:22-27 <input type="checkbox"/>	Matthew 18:1-7 <input type="checkbox"/>	Matthew 18:8-14 <input type="checkbox"/>	Matthew 18:15-20 <input type="checkbox"/>
Journal & Letters	<input type="checkbox"/>				
<i>all ages together</i>					
Grammar of Grace	Drill Week 18 <input type="checkbox"/>	Review Weeks 12-18 <input type="checkbox"/>	Review Weeks 12-18 <input type="checkbox"/>	Review Weeks 12-18 <input type="checkbox"/>	Review Weeks 12-18 <input type="checkbox"/>
Read Aloud By Father or Mother Bible, Poetry, Short Story, History, Literature		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>with mother</i>					
Dictation <i>Blue Back Speller</i> Table V (p. 23-24)	abase – attire <input type="checkbox"/>	before – control <input type="checkbox"/>	create – derive <input type="checkbox"/>	dislike – enrage <input type="checkbox"/>	enroll – incite <input type="checkbox"/>
Reading Aloud <i>Blue Back Speller</i> Table XXXI (p. 76-77)	Recite Lessons for Tutor <input type="checkbox"/>	<i>Henry...</i> , <i>John...</i> <input type="checkbox"/>	<i>Charles...</i> , <i>Moses...</i> <input type="checkbox"/>	<i>See the...</i> , <i>George...</i> <input type="checkbox"/>	<i>James...</i> <input type="checkbox"/>
English Grammar <i>Our Mother Tongue</i> Unit 1, Lesson 4 (p. 32-33)	<i>Blue Back</i> Tbl. XXIX, Lsn. II <input type="checkbox"/>	<i>BB</i> Tbl. XXIX, Lsn. III-IV <input type="checkbox"/>	Rev. Exercise A, #1-2 <input type="checkbox"/>	Rev. Exercise A, #3-5 <input type="checkbox"/>	Review Q's, Explanation <input type="checkbox"/>
Latin <i>Artes Latinae</i> Level 1, Book 1: Unit 11	Unit 10 Test <input type="checkbox"/>	Fr. 1-43 Tape: 0:00 <input type="checkbox"/>	Fr. 44-85 Tape: 1:37 <input type="checkbox"/>	Fr. 86-135 Tape: 5:53 <input type="checkbox"/>	Fr. 136-185 Tape: 8:25 <input type="checkbox"/>
Arithmetic <i>Saxon Math 6/5</i>	Briefly go over hard bits <input type="checkbox"/>	Lesson 69 <input type="checkbox"/>	Lesson 70 <input type="checkbox"/>	Lesson 71 <input type="checkbox"/>	Lesson 72 <input type="checkbox"/>
Greek <i>A Greek Alphabetarion</i> and <i>A Greek Hupogrammon</i>	GA p. 74-77 GH p. 74-79 <input type="checkbox"/>				
Worldview & Early Understanding <i>What Does the Bible Say about That?</i>	p. 107-110 Q. 1-5 <input type="checkbox"/>				
Life Skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>independent</i>					
Lesson: Being born anew, not of mortal seed, but of immortal, by the word of God, who liveth and endureth forever. 1 Peter 1:23	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Copywork		<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>
Oral Interpretation	Speaking skills <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>
Music Singing and (if applicable) musical instrument practice.	O for a Thousand... <input type="checkbox"/>	O for a Thousand... <input type="checkbox"/>	O for a Thousand... <input type="checkbox"/>	O for a Thousand... <input type="checkbox"/>	O for a Thousand... <input type="checkbox"/>
Literature & Biography Reading	Read + discuss summaries <input type="checkbox"/>	Letting in the Jungle (1/3) <input type="checkbox"/>	Letting in the Jungle (1/3) <input type="checkbox"/>	Letting in (1/3), <i>Against People</i> <input type="checkbox"/>	Red Dog (1/3) <input type="checkbox"/>
History Reading	Read + discuss summaries <input type="checkbox"/>	Guerber c. 41 <input type="checkbox"/>	Guerber c. 42 <input type="checkbox"/>	Guerber c. 43 <input type="checkbox"/>	Guerber c. 44 <input type="checkbox"/>
History Notebook	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>
Natural Philosophy (Science)		Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>

WEEKLY ASSIGNMENTS

1ST YEAR
Week 19

SUBJECT & ASSIGNMENT	DAY 1/ SCHOOL DAY ✓	DAY 2 ✓	DAY 3 ✓	DAY 4 ✓	DAY 5 ✓
<i>before school</i>					
Daily Bible Reading	Matthew 18:21-35 <input type="checkbox"/>	Matthew 19:1-9 <input type="checkbox"/>	Matthew 19:10-15 <input type="checkbox"/>	Matthew 19:16-23 <input type="checkbox"/>	Matthew 19:24-30 <input type="checkbox"/>
Journal & Letters	<input type="checkbox"/>				
<i>all ages together</i>					
Grammar of Grace	Drill Week 19 <input type="checkbox"/>	Review Weeks 13-19 <input type="checkbox"/>	Review Weeks 13-19 <input type="checkbox"/>	Review Weeks 13-19 <input type="checkbox"/>	Review Weeks 13-19 <input type="checkbox"/>
Read Aloud By Father or Mother Bible, Poetry, Short Story, History, Literature		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>with mother</i>					
Dictation <i>Blue Back Speller</i> Table V (p. 24)	inflame – partake <input type="checkbox"/>	perspire – relate <input type="checkbox"/>	rely – traduce <input type="checkbox"/>	translate – abrupt <input type="checkbox"/>	absurd – beset <input type="checkbox"/>
Reading Aloud <i>Blue Back Speller</i> Table XXXI (p. 77-78)	Recite Lessons for Tutor <input type="checkbox"/>	<i>Emily...</i> <input type="checkbox"/>	The Rose <input type="checkbox"/>	The Rose <input type="checkbox"/>	The Rose <input type="checkbox"/>
English Grammar <i>Our Mother Tongue</i> Unit 1, Lesson 5 (p. 34-38)	Examp., Expl., Types of Pro. <input type="checkbox"/>	Ex., Expl., Types, Ex., His. <input type="checkbox"/>	Exercise A <input type="checkbox"/>	Exercise B <input type="checkbox"/>	What About It? <input type="checkbox"/>
Latin <i>Artes Latinae</i> Level 1, Book 1: Unit 11	Fr. 186-228 Tape: 10:46 <input type="checkbox"/>	Fr. 229-271 Tape: 12:25 <input type="checkbox"/>	Fr. 272-316 Tape: 16:02 <input type="checkbox"/>	Fr. 317-344 Tape: 16:58 <input type="checkbox"/>	5-10 Readings; Vocabulary & Test Review <input type="checkbox"/>
Arithmetic <i>Saxon Math 6/5</i>	Briefly go over hard bits <input type="checkbox"/>	Lesson 73 <input type="checkbox"/>	Lesson 74 <input type="checkbox"/>	Lesson 75 <input type="checkbox"/>	Lesson 76 <input type="checkbox"/>
Greek <i>A Greek Alphabetarion and A Greek Hupogrammon</i>	GA p. 78-81 GH p. 80-81 <input type="checkbox"/>				
Worldview & Early Understanding <i>What Does the Bible Say about That?</i>	p. 110-112 Q. 6-11 <input type="checkbox"/>				
Life Skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>independent</i>					
Lesson: For all flesh is as grass, and all the glory of man is as the flower of grass. The grass withereth, and the flower falleth away. But the word of the Lord endureth forever: and this is the word which is preached among you. 1 Peter 1:24-25	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Copywork		<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>
Oral Interpretation	Speaking skills <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>
Music Singing and (if applicable) musical instrument practice.	Gloria Patri, When I Survey <input type="checkbox"/>	Gloria Patri, When I Survey <input type="checkbox"/>	Gloria Patri, When I Survey <input type="checkbox"/>	Gloria Patri, When I Survey <input type="checkbox"/>	Gloria Patri, When I Survey <input type="checkbox"/>
Literature & Biography Reading	Read + discuss summaries <input type="checkbox"/>	Red Dog (1/3) <input type="checkbox"/>	Red Dog (1/3), <i>Chil's Song</i> <input type="checkbox"/>	The Spring Running (1/2) <input type="checkbox"/>	Spring R... (1/2), <i>The Outsong</i> <input type="checkbox"/>
History Reading	Read + discuss summaries <input type="checkbox"/>	Guerber c. 45 <input type="checkbox"/>	Guerber c. 46 <input type="checkbox"/>	Guerber c. 47 <input type="checkbox"/>	Guerber c. 48 <input type="checkbox"/>
History Notebook	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>
Natural Philosophy (Science)		Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>

WEEKLY ASSIGNMENTS

1ST YEAR
Week 20

SUBJECT & ASSIGNMENT	DAY 1/ SCHOOL DAY ✓	DAY 2 ✓	DAY 3 ✓	DAY 4 ✓	DAY 5 ✓
<i>before school</i>					
Daily Bible Reading	Matthew 20:1-7 <input type="checkbox"/>	Matthew 20:8-16 <input type="checkbox"/>	Matthew 20:17-23 <input type="checkbox"/>	Matthew 20:24-34 <input type="checkbox"/>	Matthew 21:1-11 <input type="checkbox"/>
Journal & Letters	<input type="checkbox"/>				
<i>all ages together</i>					
Grammar of Grace	Drill Week 20 <input type="checkbox"/>	Review Weeks 14-20 <input type="checkbox"/>	Review Weeks 14-20 <input type="checkbox"/>	Review Weeks 14-20 <input type="checkbox"/>	Review Weeks 14-20 <input type="checkbox"/>
Read Aloud By Father or Mother Bible, Poetry, Short Story, History, Literature		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>with mother</i>					
Dictation <i>Blue Back Speller</i> Table V (p. 24-25)	canal - defect <input type="checkbox"/>	defend - distrust <input type="checkbox"/>	distract - finance <input type="checkbox"/>	gallant - infest <input type="checkbox"/>	inflict - obstruct <input type="checkbox"/>
Reading Aloud <i>Blue Back Speller</i> Table XXXI (p. 78-79)	Recite Lessons for Tutor <input type="checkbox"/>	<i>Julia...</i> , <i>Look to...</i> <input type="checkbox"/>	The Lamb <input type="checkbox"/>	The Lamb <input type="checkbox"/>	The Lamb <input type="checkbox"/>
English Grammar <i>Our Mother Tongue</i> Unit 1, Lesson 5 (p. 38-41)	What About It? Exercise C <input type="checkbox"/>	Exercise D, #1-5 <input type="checkbox"/>	Exercise D, #6-10 <input type="checkbox"/>	Rev. Questions #1-6 <input type="checkbox"/>	Rev. Questions #7-11 <input type="checkbox"/>
Latin <i>Artes Latinae</i> Level 1, Book 1: Unit 12	Unit 11 Test <input type="checkbox"/>	Fr. 1-35 Tape: 0:00 <input type="checkbox"/>	Fr. 36-70 Tape: 2:01 <input type="checkbox"/>	Fr. 71-107 Tape: 4:02 <input type="checkbox"/>	Fr. 108-143 Tape: 6:33 <input type="checkbox"/>
Arithmetic <i>Saxon Math 6/5</i>	Briefly go over hard bits <input type="checkbox"/>	Lesson 77 <input type="checkbox"/>	Lesson 78 <input type="checkbox"/>	Lesson 79 <input type="checkbox"/>	Lesson 80 <input type="checkbox"/>
Greek <i>A Greek Alphabetarion</i> and <i>A Greek Hupogrammon</i>	GA p. 82-85 GH p. 82-85 <input type="checkbox"/>				
Worldview & Early Understanding <i>What Does the Bible Say about That?</i>	p. 113 Q. p. 116, Ex. <input type="checkbox"/>				
Life Skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>independent</i>					
Lesson: Wherefore, laying aside all maliciousness, and all guile, and dissimulation, and envy, and all evil speaking, 1 Peter 2:1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Copywork		<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>
Oral Interpretation	Speaking skills <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>
Music Singing and (if applicable) musical instrument practice.	Gloria Patri, When I Survey <input type="checkbox"/>	Gloria Patri, When I Survey <input type="checkbox"/>	Gloria Patri, When I Survey <input type="checkbox"/>	Gloria Patri, When I Survey <input type="checkbox"/>	Gloria Patri, When I Survey <input type="checkbox"/>
Literature & Biography Reading	Read + discuss summaries <input type="checkbox"/>	<i>Clean Your Boots, Sir?</i> c. 1 <input type="checkbox"/>	<i>Clean Your Boots, Sir?</i> c. 2 <input type="checkbox"/>	<i>Clean Your Boots, Sir?</i> c. 3 <input type="checkbox"/>	<i>Clean Your Boots, Sir?</i> c. 4 <input type="checkbox"/>
History Reading	Read + discuss summaries <input type="checkbox"/>	Guerber c. 49 <input type="checkbox"/>	Guerber c. 50 <input type="checkbox"/>	Guerber c. 51 <input type="checkbox"/>	Guerber c. 52 <input type="checkbox"/>
History Notebook	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>
Natural Philosophy (Science)		Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>

WEEKLY ASSIGNMENTS

1ST YEAR
Week 21

SUBJECT & ASSIGNMENT	DAY 1/ SCHOOL DAY ✓	DAY 2 ✓	DAY 3 ✓	DAY 4 ✓	DAY 5 ✓
<i>before school</i>					
Daily Bible Reading	Matthew 21:12–16 <input type="checkbox"/>	Matthew 21:17–22 <input type="checkbox"/>	Matthew 21:23–27 <input type="checkbox"/>	Matthew 21:28–32 <input type="checkbox"/>	Matthew 21:33–46 <input type="checkbox"/>
Journal & Letters	<input type="checkbox"/>				
<i>all ages together</i>					
Grammar of Grace	Drill Week 21 <input type="checkbox"/>	Review Weeks 15–21 <input type="checkbox"/>	Review Weeks 15–21 <input type="checkbox"/>	Review Weeks 15–21 <input type="checkbox"/>	Review Weeks 15–21 <input type="checkbox"/>
Read Aloud By Father or Mother Bible, Poetry, Short Story, History, Literature		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>with mother</i>					
Dictation <i>Blue Back Speller</i> Table V (p. 25)	occur – protect <input type="checkbox"/>	protest – romance <input type="checkbox"/>	sedan – transplant <input type="checkbox"/>	trepan – disarm <input type="checkbox"/>	discard – revolve <input type="checkbox"/>
Reading Aloud <i>Blue Back Speller</i> Table XXXI (p. 79–80)	Recite Lessons for Tutor <input type="checkbox"/>	<i>Harriet...</i> <input type="checkbox"/>	The Bird's Nest <input type="checkbox"/>	The Bird's Nest <input type="checkbox"/>	The Bird's Nest <input type="checkbox"/>
English Grammar <i>Our Mother Tongue</i> Unit 1, Lesson 6 (p. 42–45)	Examples & Explanation <input type="checkbox"/>	Examples & Explanation <input type="checkbox"/>	Exercise A <input type="checkbox"/>	<i>Blue Back</i> "The Rose" <input type="checkbox"/>	<i>Blue Back</i> "The Lamb" <input type="checkbox"/>
Latin <i>Artes Latinae</i> Level 1, Book 1: Unit 12	Fr. 144–175 Tape: 7:57 <input type="checkbox"/>	Fr. 176–219 Tape: 9:11 <input type="checkbox"/>	Fr. 220–256 Tape: 11:05 <input type="checkbox"/>	Fr. 257–289 Tape: 12:17 <input type="checkbox"/>	Fr. 290–318 Tape: 14:06 <input type="checkbox"/>
Arithmetic <i>Saxon Math 6/5</i>	Briefly go over hard bits <input type="checkbox"/>	Lesson 81 <input type="checkbox"/>	Lesson 82 <input type="checkbox"/>	Lesson 83 <input type="checkbox"/>	Lesson 84 <input type="checkbox"/>
Greek <i>A Greek Alphabetarion</i> and <i>A Greek Hupogrammon</i>	GA p. 86–89 GH p. 86–89 <input type="checkbox"/>				
Worldview & Early Understanding <i>What Does the Bible Say about That?</i>	p. 118–122 Q. 1–5 <input type="checkbox"/>				
Life Skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>independent</i>					
Lesson: As newborn babes desire that sincere milk of the word, that ye may grow thereby, Because ye have tasted that the Lord is bountiful. 1 Peter 2:2–3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Copywork		<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>
Oral Interpretation	Speaking skills <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>
Music Singing and (if applicable) musical instrument practice.	Gloria Patri, When I Survey <input type="checkbox"/>	Gloria Patri, When I Survey <input type="checkbox"/>	Gloria Patri, When I Survey <input type="checkbox"/>	Gloria Patri, When I Survey <input type="checkbox"/>	Gloria Patri, When I Survey <input type="checkbox"/>
Literature & Biography Reading	Read + discuss summaries <input type="checkbox"/>	<i>Clean Your Boots, Sir?</i> c. 5 <input type="checkbox"/>	<i>Clean Your Boots, Sir?</i> c. 6 <input type="checkbox"/>	<i>Clean Your Boots, Sir?</i> c. 7 <input type="checkbox"/>	<i>Clean Your Boots, Sir?</i> c. 8 <input type="checkbox"/>
History Reading	Read + discuss summaries <input type="checkbox"/>	Guerber c. 53 <input type="checkbox"/>	Guerber c. 54 <input type="checkbox"/>	Guerber c. 55 <input type="checkbox"/>	Guerber c. 56 <input type="checkbox"/>
History Notebook	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>
Natural Philosophy (Science)		Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>

WEEKLY ASSIGNMENTS

1ST YEAR
Week 22

SUBJECT & ASSIGNMENT	DAY 1/ SCHOOL DAY ✓	DAY 2 ✓	DAY 3 ✓	DAY 4 ✓	DAY 5 ✓
<i>before school</i>					
Daily Bible Reading	Matthew 22:1–14 <input type="checkbox"/>	Matthew 22:15–22 <input type="checkbox"/>	Matthew 22:23–33 <input type="checkbox"/>	Matthew 22:34–40 <input type="checkbox"/>	Matthew 22:41–46 <input type="checkbox"/>
Journal & Letters	<input type="checkbox"/>				
<i>all ages together</i>					
Grammar of Grace	Drill Week 22 <input type="checkbox"/>	Review Weeks 16–22 <input type="checkbox"/>	Review Weeks 16–22 <input type="checkbox"/>	Review Weeks 16–22 <input type="checkbox"/>	Review Weeks 16–22 <input type="checkbox"/>
Read Aloud By Father or Mother Bible, Poetry, Short Story, History, Literature		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>with mother</i>					
Dictation <i>Blue Back Speller</i> Table V, VI (p. 25)	revolt – perverse <input type="checkbox"/>	refer – diadem <input type="checkbox"/>	dialect – lunacy <input type="checkbox"/>	notary – rudiment <input type="checkbox"/>	secrecy – admiral <input type="checkbox"/>
Reading Aloud <i>Blue Back Speller</i> Table XXXI (p. 80)	Recite Lessons for Tutor <input type="checkbox"/>	<i>Mary...</i> <input type="checkbox"/>	On a Goldfinch... <input type="checkbox"/>	On a Goldfinch... <input type="checkbox"/>	On a Goldfinch... <input type="checkbox"/>
English Grammar <i>Our Mother Tongue</i> Unit 1, Lesson 6 (p. 45–46)	Exercise B <input type="checkbox"/>	Exercise C <input type="checkbox"/>	Review Exercise A <input type="checkbox"/>	Review Questions <input type="checkbox"/>	<i>Blue Back</i> “The Bird’s Nest” <input type="checkbox"/>
Latin <i>Artes Latinae</i> Level 1, Book 1: Unit 12	Fr. 319–358 Tape: 16:25 <input type="checkbox"/>	Fr. 359–395 Tape: 17:34 <input type="checkbox"/>	Fr. 396–433 Tape: 19:36 <input type="checkbox"/>	Fr. 434–468 Tape: 23:23 <input type="checkbox"/>	5–10 Readings; Vocabulary & Test Review <input type="checkbox"/>
Arithmetic <i>Saxon Math 6/5</i>	Briefly go over hard bits <input type="checkbox"/>	Lesson 85 <input type="checkbox"/>	Lesson 86 <input type="checkbox"/>	Lesson 87 <input type="checkbox"/>	Lesson 88 <input type="checkbox"/>
Greek <i>A Greek Alphabetarion</i> and <i>A Greek Hupogrammon</i>	GA p. 90–93 GH p. 90–95 <input type="checkbox"/>				
Worldview & Early Understanding <i>What Does the Bible Say about That?</i>	p. 122–124 Q. 6–8 <input type="checkbox"/>				
Life Skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>independent</i>					
Lesson: To whom coming as unto a living stone, disallowed of men, but chosen of God and precious, Ye also as lively stones, be made a spiritual house, an holy Priesthood to offer up spiritual sacrifices acceptable to God by Jesus Christ. 1 Peter 2:4–5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Copywork		<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>
Oral Interpretation	Speaking skills <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>
Music Singing and (if applicable) musical instrument practice.	Gloria Patri, When I Survey <input type="checkbox"/>	Gloria Patri, When I Survey <input type="checkbox"/>	Gloria Patri, When I Survey <input type="checkbox"/>	Gloria Patri, When I Survey <input type="checkbox"/>	Gloria Patri, When I Survey <input type="checkbox"/>
Literature & Biography Reading	Read + discuss summaries <input type="checkbox"/>	<i>Clean Your Boots, Sir?</i> c. 9 <input type="checkbox"/>	<i>John Newton</i> c. 1 (1 st half) <input type="checkbox"/>	<i>John Newton</i> c. 1 (2 nd half) <input type="checkbox"/>	<i>John Newton</i> c. 2 <input type="checkbox"/>
History Reading	Read + discuss summaries <input type="checkbox"/>	Guerber c. 57 <input type="checkbox"/>	Guerber c. 58 <input type="checkbox"/>	Guerber c. 59 <input type="checkbox"/>	Guerber c. 60 <input type="checkbox"/>
History Notebook	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>
Natural Philosophy (Science)		Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>

WEEKLY ASSIGNMENTS

1ST YEAR
Week 23

SUBJECT & ASSIGNMENT	DAY 1/ SCHOOL DAY ✓	DAY 2 ✓	DAY 3 ✓	DAY 4 ✓	DAY 5 ✓
<i>before school</i>					
Daily Bible Reading	Matthew 23:1–12 <input type="checkbox"/>	Matthew 23:13–22 <input type="checkbox"/>	Matthew 23:23–28 <input type="checkbox"/>	Matthew 23:29–33 <input type="checkbox"/>	Matthew 23:31–39 (vv. 31–33 again) <input type="checkbox"/>
Journal & Letters	<input type="checkbox"/>				
<i>all ages together</i>					
Grammar of Grace	Drill Week 23 <input type="checkbox"/>	Review Weeks 17–23 <input type="checkbox"/>	Review Weeks 17–23 <input type="checkbox"/>	Review Weeks 17–23 <input type="checkbox"/>	Review Weeks 17–23 <input type="checkbox"/>
Read Aloud By Father or Mother Bible, Poetry, Short Story, History, Literature		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>with mother</i>					
Dictation <i>Blue Back Speller</i> Table VI (p. 25–26)	alcoran – barrister <input type="checkbox"/>	buttery – cinnamon <input type="checkbox"/>	citizen – diffident <input type="checkbox"/>	different – element <input type="checkbox"/>	elegy – epigram <input type="checkbox"/>
Reading Aloud <i>Blue Back Speller</i> Table XXXI (p. 81)	Recite Lessons for Tutor <input type="checkbox"/>	<i>Art thou...?, Is a woman...?</i> <input type="checkbox"/>	<i>But when thou findest...</i> <input type="checkbox"/>	<i>Art thou a young...?</i> <input type="checkbox"/>	<i>Listen to no...</i> <input type="checkbox"/>
English Grammar <i>Our Mother Tongue</i> Unit 1, Lesson 7 (p. 47–50)	Examples & Explanation <input type="checkbox"/>	Examples & Explanation <input type="checkbox"/>	Exercise A <input type="checkbox"/>	Exercise B <input type="checkbox"/>	<i>Blue Back</i> “On a Goldfinch” <input type="checkbox"/>
Latin <i>Artes Latinae</i> Level 1, Book 1: Unit 13	Unit 12 Test <input type="checkbox"/>	Fr. 1–34 Tape: 0:00 <input type="checkbox"/>	Fr. 35–66 Tape: 3:44 <input type="checkbox"/>	Fr. 67–97 Tape: 5:11 <input type="checkbox"/>	Fr. 98–131 Tape: 7:03 <input type="checkbox"/>
Arithmetic <i>Saxon Math 6/5</i>	Briefly go over hard bits <input type="checkbox"/>	Lesson 89 <input type="checkbox"/>	Lesson 90 <input type="checkbox"/>	Lesson 91 <input type="checkbox"/>	Lesson 92 <input type="checkbox"/>
Greek <i>A Greek Alphabetarion</i> and <i>A Greek Hupogrammon</i>	GA p. 94–97 GH p. 96–97 <input type="checkbox"/>				
Worldview & Early Understanding <i>What Does the Bible Say about That?</i>	p. 125–126 Q. 6 <input type="checkbox"/>				
Life Skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>independent</i>					
Lesson: Wherefore also it is contained in the Scripture, Behold, I put in Zion a chief cornerstone, elect and precious, and he that believeth therein, shall not be ashamed. 1 Peter 2:6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Copywork		<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>
Oral Interpretation	Speaking skills <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>
Music Singing and (if applicable) musical instrument practice.	Gloria Patri, When I Survey <input type="checkbox"/>	Gloria Patri, When I Survey <input type="checkbox"/>	Gloria Patri, When I Survey <input type="checkbox"/>	Gloria Patri, When I Survey <input type="checkbox"/>	Gloria Patri, When I Survey <input type="checkbox"/>
Literature & Biography Reading	Read + discuss summaries <input type="checkbox"/>	<i>John Newton</i> c. 3 (1 st half) <input type="checkbox"/>	<i>John Newton</i> c. 3 (2 nd half) <input type="checkbox"/>	<i>John Newton</i> c. 4 (1 st half) <input type="checkbox"/>	<i>John Newton</i> c. 4 (2 nd half) <input type="checkbox"/>
History Reading	Read + discuss summaries <input type="checkbox"/>	Guerber c. 61 <input type="checkbox"/>	Guerber c. 62–63 <input type="checkbox"/>	Guerber c. 64–65 <input type="checkbox"/>	Guerber c. 66–67 <input type="checkbox"/>
History Notebook	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>
Natural Philosophy (Science)		Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>

WEEKLY ASSIGNMENTS

1ST YEAR
Week 24

SUBJECT & ASSIGNMENT	DAY 1/ SCHOOL DAY ✓	DAY 2 ✓	DAY 3 ✓	DAY 4 ✓	DAY 5 ✓
<i>before school</i>					
Daily Bible Reading	Matthew 24:1-8 <input type="checkbox"/>	Matthew 24:9-14 <input type="checkbox"/>	Matthew 24:15-22 <input type="checkbox"/>	Matthew 24:23-28 <input type="checkbox"/>	Matthew 24:29-34 <input type="checkbox"/>
Journal & Letters	<input type="checkbox"/>				
<i>all ages together</i>					
Grammar of Grace	Drill Week 24 <input type="checkbox"/>	Review Weeks 18-24 <input type="checkbox"/>	Review Weeks 18-24 <input type="checkbox"/>	Review Weeks 18-24 <input type="checkbox"/>	Review Weeks 18-24 <input type="checkbox"/>
Read Aloud By Father or Mother Bible, Poetry, Short Story, History, Literature		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>with mother</i>					
Dictation <i>Blue Back Speller</i> Table VI (p. 26)	esculent – gallantry <input type="checkbox"/>	gallery – indigo <input type="checkbox"/>	industry – invalid <input type="checkbox"/>	justify – litany <input type="checkbox"/>	literal – memory <input type="checkbox"/>
Reading Aloud <i>Blue Back Speller</i> Table XXXI (p. 82)	Recite Lessons for Tutor <input type="checkbox"/>	<i>Art thou a h...? Art thou a w...?</i> <input type="checkbox"/>	<i>Art thou a parent?</i> <input type="checkbox"/>	<i>Art thou a brother...?</i> <input type="checkbox"/>	<i>Art thou a son...?</i> <input type="checkbox"/>
English Grammar <i>Our Mother Tongue</i> Unit 1, Lesson 7 (p. 50-51)	<i>Blue Back</i> Table XX <input type="checkbox"/>	Exercise C, #1-5 <input type="checkbox"/>	Exercise C, #6-10 <input type="checkbox"/>	The Oxford Comma <input type="checkbox"/>	Review Questions <input type="checkbox"/>
Latin <i>Artes Latinae</i> Level 1, Book 1: Unit 13	Fr. 132-164 Tape: 10:28 <input type="checkbox"/>	Fr. 165-197 Tape: 12:22 <input type="checkbox"/>	Fr. 198-230 Tape: 14:05 <input type="checkbox"/>	Fr. 231-257 Tape: 16:04 <input type="checkbox"/>	Fr. 258-287 Tape: 17:41 <input type="checkbox"/>
Arithmetic <i>Saxon Math 6/5</i>	Briefly go over hard bits <input type="checkbox"/>	Lesson 93 <input type="checkbox"/>	Lesson 94 <input type="checkbox"/>	Lesson 95 <input type="checkbox"/>	Lesson 96 <input type="checkbox"/>
Greek <i>A Greek Alphabetarion and A Greek Hupogrammon</i>	GA p. 98 GH p. 98-101 <input type="checkbox"/>				
Worldview & Early Understanding <i>What Does the Bible Say about That?</i>	p. 127-128 Q. 6, 9-11, Ex. <input type="checkbox"/>				
Life Skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>independent</i>					
Lesson: Unto you therefore which believe, it is precious: but unto them which be disobedient, the stone which the builders disallowed, the same is made the head of the corner, 1 Peter 2:7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Copywork		<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>
Oral Interpretation	Speaking skills <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>
Music Singing and (if applicable) musical instrument practice.	Gloria Patri, When I Survey <input type="checkbox"/>	Gloria Patri, When I Survey <input type="checkbox"/>	Gloria Patri, When I Survey <input type="checkbox"/>	Gloria Patri, When I Survey <input type="checkbox"/>	Gloria Patri, When I Survey <input type="checkbox"/>
Literature & Biography Reading	Read + discuss summaries <input type="checkbox"/>	<i>John Newton</i> c. 5 <input type="checkbox"/>	<i>John Newton</i> c. 6 (1 st half) <input type="checkbox"/>	<i>John Newton</i> c. 6 (2 nd half) <input type="checkbox"/>	<i>John Newton</i> c. 7 (1 st third) <input type="checkbox"/>
History Reading	Read + discuss summaries <input type="checkbox"/>	Guerber c. 68-69 <input type="checkbox"/>	Guerber c. 70-71 <input type="checkbox"/>	Guerber c. 72-73 <input type="checkbox"/>	Guerber c. 74-75 <input type="checkbox"/>
History Notebook	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>
Natural Philosophy (Science)		Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>

WEEKLY ASSIGNMENTS

1ST YEAR
Week 25

SUBJECT & ASSIGNMENT	DAY 1/ SCHOOL DAY ✓	DAY 2 ✓	DAY 3 ✓	DAY 4 ✓	DAY 5 ✓
<i>before school</i>					
Daily Bible Reading	Matthew 24:35-42 <input type="checkbox"/>	Matthew 24:43-51 <input type="checkbox"/>	Matthew 25:1-13 <input type="checkbox"/>	Matthew 25:14-30 <input type="checkbox"/>	Matthew 25:31-46 <input type="checkbox"/>
Journal & Letters	<input type="checkbox"/>				
<i>all ages together</i>					
Grammar of Grace	Review Weeks 19-24 <input type="checkbox"/>	Review Weeks 19-24 <input type="checkbox"/>	Review Weeks 19-24 <input type="checkbox"/>	Review Weeks 19-24 <input type="checkbox"/>	Review Weeks 19-24 <input type="checkbox"/>
Read Aloud By Father or Mother Bible, Poetry, Short Story, History, Literature		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>with mother</i>					
Dictation <i>Blue Back Speller</i> Table VI (p. 26)	messenger – paragon <input type="checkbox"/>	parallax – pestilent <input type="checkbox"/>	pillory – regular <input type="checkbox"/>	remedy – sediment <input type="checkbox"/>	senator – subsidy <input type="checkbox"/>
Reading Aloud <i>Blue Back Speller</i> Fable I, Moral (p. 83)	Recite Lessons for Tutor <input type="checkbox"/>	Fable I, Moral <input type="checkbox"/>	Fable I, Moral <input type="checkbox"/>	Fable I, Moral <input type="checkbox"/>	Fable I, Moral <input type="checkbox"/>
English Grammar <i>Our Mother Tongue</i> Unit 1, Lesson 9 (p. 52-54)	Examples & Explanation <input type="checkbox"/>	Examples & Explanation <input type="checkbox"/>	Exercise A <input type="checkbox"/>	Exercise B <input type="checkbox"/>	Review Questions <input type="checkbox"/>
Latin <i>Artes Latinae</i> Level 1, Book 1: Unit 13	Fr. 288-320 Tape: 21:33 <input type="checkbox"/>	Fr. 321-348 Tape: 23:42 <input type="checkbox"/>	Fr. 349-386 Tape: 26:01 <input type="checkbox"/>	Fr. 387-411 Tape: 30:23 <input type="checkbox"/>	5-10 Readings; Vocabulary & Test Review <input type="checkbox"/>
Arithmetic <i>Saxon Math 6/5</i>	Briefly go over hard bits <input type="checkbox"/>	Lesson 97 <input type="checkbox"/>	Lesson 98 <input type="checkbox"/>	Lesson 99 <input type="checkbox"/>	Lesson 100 <input type="checkbox"/>
Greek <i>A Greek Alphabetarion and A Greek Hupogrammon</i>	GA p. 99-100 GH p. 104-7 <input type="checkbox"/>				
Worldview & Early Understanding <i>What Does the Bible Say about That?</i>	p. 132-136 Q. 1-5 <input type="checkbox"/>				
Life Skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>independent</i>					
Lesson: And a stone to stumble at, and a rock of offence, even to them which stumble at the word, being disobedient, unto the which thing they were even ordained. 1 Peter 2:8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Copywork		<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>
Oral Interpretation	Speaking skills <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>
Music Singing and (if applicable) musical instrument practice.	Jesus! What a Friend... <input type="checkbox"/>	Jesus! What a Friend... <input type="checkbox"/>	Jesus! What a Friend... <input type="checkbox"/>	Jesus! What a Friend... <input type="checkbox"/>	Jesus! What a Friend... <input type="checkbox"/>
Literature & Biography Reading	Read + discuss summaries <input type="checkbox"/>	<i>John Newton</i> c. 7 (2 nd third) <input type="checkbox"/>	<i>John Newton</i> c. 7 (3 rd third) <input type="checkbox"/>	<i>John Newton</i> Review (½) <input type="checkbox"/>	<i>John Newton</i> Review (½) <input type="checkbox"/>
History Reading	Read + discuss summaries <input type="checkbox"/>	Guerber c. 76-77 <input type="checkbox"/>	Guerber c. 78-79 <input type="checkbox"/>	Guerber c. 80-81 <input type="checkbox"/>	Guerber c. 82-83 <input type="checkbox"/>
History Notebook	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>
Natural Philosophy (Science)		Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>

WEEKLY ASSIGNMENTS

1ST YEAR
Week 26

SUBJECT & ASSIGNMENT	DAY 1/ SCHOOL DAY ✓	DAY 2 ✓	DAY 3 ✓	DAY 4 ✓	DAY 5 ✓
<i>before school</i>					
Daily Bible Reading	Matthew 26:1-5 <input type="checkbox"/>	Matthew 26:6-13 <input type="checkbox"/>	Matthew 26:14-16 <input type="checkbox"/>	Matthew 26:17-25 <input type="checkbox"/>	Matthew 26:26-30 <input type="checkbox"/>
Journal & Letters	<input type="checkbox"/>				
<i>all ages together</i>					
Grammar of Grace	Review Weeks 20-24 <input type="checkbox"/>	Review Weeks 20-24 <input type="checkbox"/>	Review Weeks 20-24 <input type="checkbox"/>	Review Weeks 20-24 <input type="checkbox"/>	Review Weeks 20-24 <input type="checkbox"/>
Read Aloud By Father or Mother Bible, Poetry, Short Story, History, Literature		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>with mother</i>					
Dictation <i>Blue Back Speller</i> Table VI (p. 27)	summary – testament <input type="checkbox"/>	titular – waggoner <input type="checkbox"/>	wilderness – continent <input type="checkbox"/>	contraband – nominal <input type="checkbox"/>	ocular – politic <input type="checkbox"/>
Reading Aloud <i>Blue Back Speller</i> Fable II (p. 85-86)	Recite Lessons for Tutor <input type="checkbox"/>	Fable II <input type="checkbox"/>	Fable II <input type="checkbox"/>	Fable II <input type="checkbox"/>	Fable II <input type="checkbox"/>
English Grammar <i>Our Mother Tongue</i> Unit 1, Lesson 9 (p. 55-56)	Nouns, #1-4 <input type="checkbox"/>	Nouns, #5-11 <input type="checkbox"/>	Verbs, #1-6 <input type="checkbox"/>	Adjectives, #1-5 <input type="checkbox"/>	Adjectives, #6-10 <input type="checkbox"/>
Latin <i>Artes Latinae</i> Level 1, Book 1: Unit 14	Unit 13 Test <input type="checkbox"/>	Fr. 1-40 Tape: 0:00 <input type="checkbox"/>	Fr. 41-77 Tape: 2:14 <input type="checkbox"/>	Fr. 78-115 Tape: 6:00 <input type="checkbox"/>	Fr. 116-157 Tape: 9:58 <input type="checkbox"/>
Arithmetic <i>Saxon Math 6/5</i>	Briefly go over hard bits <input type="checkbox"/>	Lesson 101 <input type="checkbox"/>	Lesson 102 <input type="checkbox"/>	Lesson 103 <input type="checkbox"/>	Lesson 104 <input type="checkbox"/>
Greek <i>A Greek Alphabetarion</i> and <i>A Greek Hupogrammon</i>	GA p. 100-101 GH p. 108-111 <input type="checkbox"/>				
Worldview & Early Understanding <i>What Does the Bible Say about That?</i>	p. 136-139 Q. 6-9, Exer. <input type="checkbox"/>				
Life Skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>independent</i>					
Lesson: But ye are a chosen generation, a royal Priesthood, an holy nation, a people set at liberty, that ye should show forth the virtues of him that hath called you out of darkness into his marvelous light, 1 Peter 2:9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Copywork		<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>
Oral Interpretation	Speaking skills <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>
Music Singing and (if applicable) musical instrument practice.	Jesus! What a Friend... <input type="checkbox"/>	Jesus! What a Friend... <input type="checkbox"/>	Jesus! What a Friend... <input type="checkbox"/>	Jesus! What a Friend... <input type="checkbox"/>	Jesus! What a Friend... <input type="checkbox"/>
Literature & Biography Reading	Read + discuss summaries <input type="checkbox"/>	Von Schmid c. 1 <input type="checkbox"/>	Von Schmid c. 2 <input type="checkbox"/>	Von Schmid c. 3 <input type="checkbox"/>	Von Schmid c. 4 <input type="checkbox"/>
History Reading	Read + discuss summaries <input type="checkbox"/>	Guerber c. 84-85 <input type="checkbox"/>	Guerber c. 86-87 <input type="checkbox"/>	Guerber c. 88-89 <input type="checkbox"/>	Guerber c. 90-91 <input type="checkbox"/>
History Notebook	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>
Natural Philosophy (Science)		Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>

WEEKLY ASSIGNMENTS

1ST YEAR
Week 27

SUBJECT & ASSIGNMENT	DAY 1/ SCHOOL DAY ✓	DAY 2 ✓	DAY 3 ✓	DAY 4 ✓	DAY 5 ✓
<i>before school</i>					
Daily Bible Reading	Matthew 26:31-35 <input type="checkbox"/>	Matthew 26:36-46 <input type="checkbox"/>	Matthew 26:47-56 <input type="checkbox"/>	Matthew 26:57-68 <input type="checkbox"/>	Matthew 26:69-75 <input type="checkbox"/>
Journal & Letters	<input type="checkbox"/>				
<i>all ages together</i>					
Grammar of Grace	Review Weeks 21-24 <input type="checkbox"/>	Review Weeks 21-24 <input type="checkbox"/>	Review Weeks 21-24 <input type="checkbox"/>	Review Weeks 21-24 <input type="checkbox"/>	Review Weeks 21-24 <input type="checkbox"/>
Read Aloud By Father or Mother Bible, Poetry, Short Story, History, Literature		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>with mother</i>					
Dictation <i>Blue Back Speller</i> Table VI, VII (p. 27)	popular – protestant <input type="checkbox"/>	quadruped – pertinent <input type="checkbox"/>	regulate – atonement <input type="checkbox"/>	coequal – dictator <input type="checkbox"/>	diploma – pomatum <input type="checkbox"/>
Reading Aloud <i>Blue Back Speller</i> Fable III (p. 87-88)	Recite Lessons for Tutor <input type="checkbox"/>	Fable III <input type="checkbox"/>	Fable III <input type="checkbox"/>	Fable III <input type="checkbox"/>	Fable III <input type="checkbox"/>
English Grammar <i>Our Mother Tongue</i> Unit 1, Lesson 9 (p. 56-57)	Adverbs, #1-4 <input type="checkbox"/>	Pronouns, #1-5 <input type="checkbox"/>	Pronouns, #6-8 <input type="checkbox"/>	Prepositions, #1-5 <input type="checkbox"/>	Conjunctions, #1-5 <input type="checkbox"/>
Latin <i>Artes Latinae</i> Level 1, Book 1: Unit 14	Fr. 158-194 Tape: 15:00 <input type="checkbox"/>	Fr. 195-231 Tape: 16:07 <input type="checkbox"/>	Fr. 232-268 Tape: 19:47 <input type="checkbox"/>	Fr. 269-305 Tape: 22:22 <input type="checkbox"/>	5-10 Readings; Vocabulary & Test Review <input type="checkbox"/>
Arithmetic <i>Saxon Math 6/5</i>	Briefly go over hard bits <input type="checkbox"/>	Lesson 105 <input type="checkbox"/>	Lesson 106 <input type="checkbox"/>	Lesson 107 <input type="checkbox"/>	Lesson 108 <input type="checkbox"/>
Greek <i>A Greek Alphabetarion and A Greek Hupogrammon</i>	GA p. 102 GH p. 112-15 <input type="checkbox"/>				
Worldview & Early Understanding <i>What Does the Bible Say about That?</i>	p. 144-149 Q. 1-6 <input type="checkbox"/>				
Life Skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>independent</i>					
Lesson: Which in time past were not a people, yet are now the people of God: which in time past were not under mercy, but now have obtained mercy. 1 Peter 2:10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Copywork		<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>
Oral Interpretation	Speaking skills <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>
Music Singing and (if applicable) musical instrument practice.	Jesus! What a Friend... <input type="checkbox"/>	Jesus! What a Friend... <input type="checkbox"/>	Jesus! What a Friend... <input type="checkbox"/>	Jesus! What a Friend... <input type="checkbox"/>	Jesus! What a Friend... <input type="checkbox"/>
Literature & Biography Reading	Read + discuss summaries <input type="checkbox"/>	Von Schmid c. 5 <input type="checkbox"/>	Von Schmid c. 6 <input type="checkbox"/>	Von Schmid c. 7 <input type="checkbox"/>	Von Schmid c. 8 <input type="checkbox"/>
History Reading	Read + discuss summaries <input type="checkbox"/>	Guerber c. 92-93 <input type="checkbox"/>	Guerber c. 94-95 <input type="checkbox"/>	Guerber c. 96-97 <input type="checkbox"/>	Guerber c. 98-99 <input type="checkbox"/>
History Notebook	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>
Natural Philosophy (Science)		Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>

WEEKLY ASSIGNMENTS

1ST YEAR
Week 28

SUBJECT & ASSIGNMENT	DAY 1/ SCHOOL DAY ✓	DAY 2 ✓	DAY 3 ✓	DAY 4 ✓	DAY 5 ✓
<i>before school</i>					
Daily Bible Reading	Matthew 27:1-2 <input type="checkbox"/>	Matthew 27:3-10 <input type="checkbox"/>	Matthew 27:11-14 <input type="checkbox"/>	Matthew 27:15-21 <input type="checkbox"/>	Matthew 27:22-26 <input type="checkbox"/>
Journal & Letters	<input type="checkbox"/>				
<i>all ages together</i>					
Grammar of Grace	Review Weeks 22-24 <input type="checkbox"/>	Review Weeks 22-24 <input type="checkbox"/>	Review Weeks 22-24 <input type="checkbox"/>	Review Weeks 22-24 <input type="checkbox"/>	Review Weeks 22-24 <input type="checkbox"/>
Read Aloud By Father or Mother Bible, Poetry, Short Story, History, Literature		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>with mother</i>					
Dictation <i>Blue Back Speller</i> Table VII (p. 27-28)	primeval – testatrix <input type="checkbox"/>	translator – affected <input type="checkbox"/>	aggressor – beginning <input type="checkbox"/>	bewilder – demerit <input type="checkbox"/>	detachment – dramatic <input type="checkbox"/>
Reading Aloud <i>Blue Back Speller</i> Words of Wisdom (p. 58, 70, 89)	Recite Lessons for Tutor <input type="checkbox"/>	Advice (p. 58) <input type="checkbox"/>	Remarks (p. 70) <input type="checkbox"/>	Select Sent... (p. 89) <input type="checkbox"/>	Select Sent... (p. 89) <input type="checkbox"/>
English Grammar <i>Our Mother Tongue</i> Unit 1, Lesson 9 (p. 57-59)	Interjections, #1-5 <input type="checkbox"/>	Exercise A, #1-2 <input type="checkbox"/>	Exercise A, #3-5 <input type="checkbox"/>	Exercise B, #1-3 <input type="checkbox"/>	Exercise B, #4-5 <input type="checkbox"/>
Latin <i>Artes Latinae</i> Level 1, Book 1: Unit 15	Unit 14 Test <input type="checkbox"/>	Fr. 1-31 Tape: 0:00 <input type="checkbox"/>	Fr. (31) 32-56 Tape: 2:54 <input type="checkbox"/>	Fr. 57-89 Tape: 5:23 <input type="checkbox"/>	Fr. 90-116 Tape: 7:46 <input type="checkbox"/>
Arithmetic <i>Saxon Math 6/5</i>	Briefly go over hard bits <input type="checkbox"/>	Lesson 109 <input type="checkbox"/>	Lesson 110 <input type="checkbox"/>	Lesson 111 <input type="checkbox"/>	Lesson 112 <input type="checkbox"/>
Greek <i>A Greek Alphabetarion</i> and <i>A Greek Hupogrammon</i>	GA p. 103 <input type="checkbox"/>				
Worldview & Early Understanding <i>What Does the Bible Say about That?</i>	p. 149-151 Q. 7-11 <input type="checkbox"/>				
Life Skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>independent</i>					
Lesson: Dearly beloved, I beseech you, as strangers and pilgrims, abstain from fleshly lusts which fight against the soul, 1 Peter 2:11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Copywork		<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>
Oral Interpretation	Speaking skills <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>
Music Singing and (if applicable) musical instrument practice.	Jesus! What a Friend... <input type="checkbox"/>	Jesus! What a Friend... <input type="checkbox"/>	Jesus! What a Friend... <input type="checkbox"/>	Jesus! What a Friend... <input type="checkbox"/>	Jesus! What a Friend... <input type="checkbox"/>
Literature & Biography Reading	Read + discuss summaries <input type="checkbox"/>	Von Schmid c. 9 <input type="checkbox"/>	Von Schmid c. 10 <input type="checkbox"/>	Von Schmid c. 11 <input type="checkbox"/>	Von Schmid c. 12 <input type="checkbox"/>
History Reading	Read + discuss summaries <input type="checkbox"/>	Guerber c. 100-101 <input type="checkbox"/>	Guerber c. 102-103 <input type="checkbox"/>	Guerber c. 104-105 <input type="checkbox"/>	Guerber c. 106-107 <input type="checkbox"/>
History Notebook	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>
Natural Philosophy (Science)		Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>

WEEKLY ASSIGNMENTS

1ST YEAR
Week 29

SUBJECT & ASSIGNMENT	DAY 1/ SCHOOL DAY ✓	DAY 2 ✓	DAY 3 ✓	DAY 4 ✓	DAY 5 ✓
<i>before school</i>					
Daily Bible Reading	Matthew 27:27-34 <input type="checkbox"/>	Matthew 27:35-37 <input type="checkbox"/>	Matthew 27:38-44 <input type="checkbox"/>	Matthew 27:45-50 <input type="checkbox"/>	Matthew 27:51-54 <input type="checkbox"/>
Journal & Letters	<input type="checkbox"/>				
<i>all ages together</i>					
Grammar of Grace	Review Weeks 23-24 <input type="checkbox"/>	Review Weeks 23-24 <input type="checkbox"/>	Review Weeks 23-24 <input type="checkbox"/>	Review Weeks 23-24 <input type="checkbox"/>	Review Weeks 23-24 <input type="checkbox"/>
Read Aloud By Father or Mother Bible, Poetry, Short Story, History, Literature		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>with mother</i>					
Dictation <i>Blue Back Speller</i> Table VII (p. 28)	ejectment – incessant <input type="checkbox"/>	inclement – pacific <input type="checkbox"/>	pedantic – refreshment <input type="checkbox"/>	relinquish – specific <input type="checkbox"/>	surrender – astonish <input type="checkbox"/>
Reading Aloud <i>Blue Back Speller</i> Fable IV (p. 90-91)	Recite Lessons for Tutor <input type="checkbox"/>	Fable IV <input type="checkbox"/>	Fable IV <input type="checkbox"/>	Fable IV <input type="checkbox"/>	Fable IV <input type="checkbox"/>
English Grammar <i>Our Mother Tongue</i> Unit 1, Lesson 9 (p. 59)	Exercise B, #6-8 <input type="checkbox"/>	Ex. C: <i>BB</i> Select Sent. <input type="checkbox"/>	Ex. C: <i>BB</i> Fable III <input type="checkbox"/>	Ex. C: <i>BB</i> Fable V <input type="checkbox"/>	Ex. C: Lit. summary <input type="checkbox"/>
Latin <i>Artes Latinae</i> Level 1, Book 1: Unit 15	Fr. 117-148 Tape: 10:36 <input type="checkbox"/>	Fr. 149-173 Tape: 12:14 <input type="checkbox"/>	Fr. 174-204 Tape: 12:26 <input type="checkbox"/>	Fr. 205-230 Tape: 13:24 <input type="checkbox"/>	Fr. 231-262 Tape: 14:12 <input type="checkbox"/>
Arithmetic <i>Saxon Math 6/5</i>	Briefly go over hard bits <input type="checkbox"/>	Lesson 113 <input type="checkbox"/>	Lesson 114 <input type="checkbox"/>	Lesson 115 <input type="checkbox"/>	Lesson 116 <input type="checkbox"/>
Greek <i>A Greek Alphabetarion</i> and <i>A Greek Hupogrammon</i>	Review for Final Exam. <input type="checkbox"/>				
Worldview & Early Understanding <i>What Does the Bible Say about That?</i>	p. 152-155 Q. 12 <input type="checkbox"/>				
Life Skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>independent</i>					
Lesson: And have your conversation honest among the Gentiles, that they which speak evil of you as of evil doers, may by your good works which they shall see, glorify God in the day of visitation. 1 Peter 2:12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Copywork		<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>
Oral Interpretation	Speaking skills <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>
Music Singing and (if applicable) musical instrument practice.	Jesus! What a Friend... <input type="checkbox"/>	Jesus! What a Friend... <input type="checkbox"/>	Jesus! What a Friend... <input type="checkbox"/>	Jesus! What a Friend... <input type="checkbox"/>	Jesus! What a Friend... <input type="checkbox"/>
Literature & Biography Reading	Read + discuss summaries <input type="checkbox"/>	Von Schmid c. 13 <input type="checkbox"/>	Von Schmid c. 14 <input type="checkbox"/>	Von Schmid c. 15 <input type="checkbox"/>	Lewis: <i>The Lion</i> c. 1-3 <input type="checkbox"/>
History Reading	Read + discuss summaries <input type="checkbox"/>	Guerber c. 108-109 <input type="checkbox"/>	Guerber c. 110-111 <input type="checkbox"/>	Guerber c. 112-113 <input type="checkbox"/>	Guerber c. 114-115 <input type="checkbox"/>
History Notebook	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>
Natural Philosophy (Science)		Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>

WEEKLY ASSIGNMENTS

1ST YEAR
Week 30

SUBJECT & ASSIGNMENT	DAY 1/ SCHOOL DAY ✓	DAY 2 ✓	DAY 3 ✓	DAY 4 ✓	DAY 5 ✓
<i>before school</i>					
Daily Bible Reading	Matthew 27:55-61 <input type="checkbox"/>	Matthew 27:62-66 <input type="checkbox"/>	Matthew 28:1-10 <input type="checkbox"/>	Matthew 28:11-15 <input type="checkbox"/>	Matthew 28:16-20 <input type="checkbox"/>
Journal & Letters	<input type="checkbox"/>				
<i>all ages together</i>					
Grammar of Grace	Review Week 24 <input type="checkbox"/>	Review Week 24 <input type="checkbox"/>	Review Week 24 <input type="checkbox"/>	Review Week 24 <input type="checkbox"/>	Review Week 24 <input type="checkbox"/>
Read Aloud By Father or Mother Bible, Poetry, Short Story, History, Literature		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>with mother</i>					
Dictation <i>Blue Back Speller</i> Table VII, VIII (p. 28-29)	demolish - ungodly <input type="checkbox"/>	à la mode - introduce <input type="checkbox"/>	misapply - apprehend <input type="checkbox"/>	condescend - recommend <input type="checkbox"/>	reprehend - disconnect <input type="checkbox"/>
Reading Aloud <i>Blue Back Speller</i> Fable V (p. 92)	Recite Lessons for Tutor <input type="checkbox"/>	Fable V <input type="checkbox"/>	Fable V <input type="checkbox"/>	Fable V <input type="checkbox"/>	Fable V <input type="checkbox"/>
English Grammar <i>Our Mother Tongue</i> Unit 1, Lesson 9 (p. 59-60)	Exercise D, #1-5 <input type="checkbox"/>	Exercise D, #6-10 <input type="checkbox"/>	Exercise D, #11-15 <input type="checkbox"/>	Exercise E, #1-2 <input type="checkbox"/>	Exercise E, #3-4 <input type="checkbox"/>
Latin <i>Artes Latinae</i> Level 1, Book 1: Unit 15	Fr. 263-296 Tape: 15:02 <input type="checkbox"/>	Fr. 297-318 Tape: 16:44 <input type="checkbox"/>	Fr. 319-350 Tape: 17:57 <input type="checkbox"/>	Fr. 351-381 Tape: (none) <input type="checkbox"/>	5-10 Readings; Vocabulary & Test Review <input type="checkbox"/>
Arithmetic <i>Saxon Math 6/5</i>	Briefly go over hard bits <input type="checkbox"/>	Lesson 117 <input type="checkbox"/>	Lesson 118 <input type="checkbox"/>	Lesson 119 <input type="checkbox"/>	Lesson 120 <input type="checkbox"/>
Greek <i>A Greek Alphabetarion and A Greek Hupogrammon</i>	Final Exam: GA p.105-106 <input type="checkbox"/>				
Worldview & Early Understanding <i>What Does the Bible Say about That?</i>	p. 155-159 Q. 13, Exer. <input type="checkbox"/>				
Life Skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>independent</i>					
Lesson: Therefore submit yourselves unto all manner ordinance of man for the Lord's sake, whether it be unto the King, as unto the superior, 1 Peter 2:13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Copywork		<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>
Oral Interpretation	Speaking skills <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>
Music Singing and (if applicable) musical instrument practice.	Jesus! What a Friend... <input type="checkbox"/>	Jesus! What a Friend... <input type="checkbox"/>	Jesus! What a Friend... <input type="checkbox"/>	Jesus! What a Friend... <input type="checkbox"/>	Jesus! What a Friend... <input type="checkbox"/>
Literature & Biography Reading	Read + discuss summaries <input type="checkbox"/>	Lewis: <i>The Lion</i> c. 4-6 <input type="checkbox"/>	Lewis: <i>The Lion</i> c. 7-9 <input type="checkbox"/>	Lewis: <i>The Lion</i> c. 10-13 <input type="checkbox"/>	Lewis: <i>The Lion</i> c. 14-17 <input type="checkbox"/>
History Reading	Read + discuss summaries <input type="checkbox"/>	Guerber c. 116-117 <input type="checkbox"/>	Guerber c. 118-119 <input type="checkbox"/>	Guerber c. 120-121 <input type="checkbox"/>	Guerber c. 122-123 <input type="checkbox"/>
History Notebook	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>
Natural Philosophy (Science)		Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>

ASSIGNMENTS BY SUBJECT

DAILY BIBLE READING

Daily Assignment: The student should read the passage, making sure he understands what he is reading.

He should make use of the dictionary to look up words he does not know, and a map to look up places mentioned in the text. (If his Bible doesn't have an appropriate map, mother can easily find one to print out from the internet.)

Afterward, he will write a brief summary in his journal. The student's summary should answer the question, "What was that about?" It should not focus on one's personal feelings, ideas, or applications, but rather on the plain meaning of the text itself.

Mother should check summary for spelling, punctuation, grammar, comprehension, and penmanship (see pages 69-74).

	DAY 1/ SCHOOL DAY	DAY 2	DAY 3	DAY 4	DAY 5
Week 1	Matthew 1:1-5	Matthew 1:6-11	Matthew 1:12-17	Matthew 1:18-25	Matthew 2:1-8
Week 2	Matthew 2:9-15	Matthew 2:16-23	Matthew 3:1-6	Matthew 3:7-12	Matthew 3:13-17
Week 3	Matthew 4:1-11	Matthew 4:12-17	Matthew 4:18-25	Matthew 5:1-7	Matthew 5:8-12
Week 4	Matthew 5:13-19	Matthew 5:20-26	Matthew 5:27-32	Matthew 5:33-37	Matthew 5:38-42
Week 5	Matthew 5:43-48	Matthew 6:1-6	Matthew 6:7-15	Matthew 6:16-21	Matthew 6:22-25
Week 6	Matthew 6:26-34	Matthew 7:1-5	Matthew 7:6-12	Matthew 7:13-20	Matthew 7:21-29
Week 7	Matthew 8:1-4	Matthew 8:5-13	Matthew 8:14-17	Matthew 8:18-22	Matthew 8:23-27
Week 8	Matthew 8:28-34	Matthew 9:1-8	Matthew 9:9-13	Matthew 9:14-17	Matthew 9:18-26
Week 9	Matthew 9:27-31	Matthew 9:32-38	Matthew 10:1-7	Matthew 10:8-15	Matthew 10:16-22
Week 10	Matthew 10:23-31	Matthew 10:32-37	Matthew 10:38-42	Matthew 11:1-6	Matthew 11:7-14
Week 11	Matthew 11:15-19	Matthew 11:20-24	Matthew 11:25-30	Matthew 12:1-8	Matthew 12:9-14
Week 12	Matthew 12:15-21	Matthew 12:22-33	Matthew 12:22-33 (yes, again!)	Matthew 12:34-37	Matthew 12:38-42
Week 13	Matthew 12:43-50	Matthew 13:1-9	Matthew 13:10-17	Matthew 13:18-23	Matthew 13:24-30

DAILY BIBLE READING

	DAY 1/ SCHOOL DAY	DAY 2	DAY 3	DAY 4	DAY 5
Week 14	Matthew 13:31-35	Matthew 13:36-43	Matthew 13:44-50	Matthew 13:51-58	Matthew 14:1-7
Week 15	Matthew 14:8-14	Matthew 14:15-21	Matthew 14:22-31	Matthew 14:32-36	Matthew 15:1-6
Week 16	Matthew 15:7-14	Matthew 15:15-20	Matthew 15:21-28	Matthew 15:29-39	Matthew 16:1-4
Week 17	Matthew 16:5-12	Matthew 16:13-20	Matthew 16:21-28	Matthew 17:1-8	Matthew 17:9-13
Week 18	Matthew 17:14-21	Matthew 17:22-27	Matthew 18:1-7	Matthew 18:8-14	Matthew 18:15-20
Week 19	Matthew 18:21-35	Matthew 19:1-9	Matthew 19:10-15	Matthew 19:16-23	Matthew 19:24-30
Week 20	Matthew 20:1-7	Matthew 20:8-16	Matthew 20:17-23	Matthew 20:24-34	Matthew 21:1-11
Week 21	Matthew 21:12-16	Matthew 21:17-22	Matthew 21:23-27	Matthew 21:28-32	Matthew 21:33-46
Week 22	Matthew 22:1-14	Matthew 22:15-22	Matthew 22:23-33	Matthew 22:34-40	Matthew 22:41-46
Week 23	Matthew 23:1-12	Matthew 23:13-22	Matthew 23:23-28	Matthew 23:29-33	Matthew 23:31-39 (vv. 31-33 again)
Week 24	Matthew 24:1-8	Matthew 24:9-14	Matthew 24:15-22	Matthew 24:23-28	Matthew 24:29-34
Week 25	Matthew 24:35-42	Matthew 24:43-51	Matthew 25:1-13	Matthew 25:14-30	Matthew 25:31-46
Week 26	Matthew 26:1-5	Matthew 26:6-13	Matthew 26:14-16	Matthew 26:17-25	Matthew 26:26-30
Week 27	Matthew 26:31-35	Matthew 26:36-46	Matthew 26:47-56	Matthew 26:57-68	Matthew 26:69-75
Week 28	Matthew 27:1-2	Matthew 27:3-10	Matthew 27:11-14	Matthew 27:15-21	Matthew 27:22-26
Week 29	Matthew 27:27-34	Matthew 27:35-37	Matthew 27:38-44	Matthew 27:45-50	Matthew 27:51-54
Week 30	Matthew 27:55-61	Matthew 27:62-66	Matthew 28:1-10	Matthew 28:11-15	Matthew 28:16-20

DICTATION

Daily Assignment: Mother should use Webster's *The Original Blue Back Speller* to dictate ten words, explaining the meaning of each word as she dictates. Use the dictionary to look up words you don't know, preferably Noah Webster's 1828 *American Dictionary of the English Language*. Then make up 3 sentences, using the words you've just dictated, if possible. For example, on Week 1, Day 1, you might dictate, "I took my bag to the gig."

If the student misspells any words, he should add them to his spelling list. (When the spelling in the *Blue Back* is obsolete, learn the modern spelling.) Mother should check the student's work for spelling, punctuation, and penmanship (see pages 69-74).

At the beginning of the year, Mother should read & familiarize herself with the Key & Explanation on pages 12-13 of Webster's *Speller*. Then, as you come to them in the book, read the Table and section headings, as well as Webster's footnotes. For example, on Week 10, Day 2, when you get to Lesson VII (page 19), read, "Examples of the formation of the plural from the singular, and of other derivatives." Or on Week 12, Day 1, begin by reading the heading and all of the notes at the beginning of Table IV (pages 20-21), then dictate the assigned words.

	DAY 1/ SCHOOL DAY	DAY 2	DAY 3	DAY 4	DAY 5
Week 1	Table II, Lesson I (p. 17) bag – gig	Table II, Lesson I (p. 17) pig – dug	Table II, Lesson I (p. 17) hug – wen	Table II, Lesson I (p. 17) cap – pit	Table II, Lesson I, II (p. 17) sit – can
Week 2	Table II, Lesson II (p. 17) pan – had	Table II, Lesson II (p. 17) lad – did	Table II, Lesson II (p. 17) lid – get	Table II, Lesson II, III (p. 17) let – melt	Table II, Lesson III (p. 17) felt – sand
Week 3	Table II, Lesson III (p. 17) bled – plod	Table II, Lesson III, IV (p. 17) snod – grog	Table II, Lesson IV (p. 17) glut – club	Table II, Lesson IV (p. 17) drub – pump	Table II, Lsn. IV, V (p. 17-18) bend – bold
Week 4	Table II, Lesson V (p. 18) hold – bill	Table II, Lesson V (p. 18) fill – best	Table II, Lesson V, VI (p. 18) lest – lace	Table II, Lesson VI (p. 18) mace – made	Table II, Lesson VI (p. 18) wade – bake
Week 5	Table II, Lsn. VI, VII (p. 18) cake – sale	Table II, Lesson VII (p. 18) vale – cope	Table II, Lesson VII (p. 18) hope – fate	Table II, Lsn. VII, VIII (p. 18) grate – file	Table II, Lesson VIII (p. 18) bile – rare
Week 6	Table II, Lesson VIII (p. 18) tare – nose	Table II, Lesson VIII; Table III, Lesson. I (p. 18) dose – plush	Table III, Lesson I (p. 18) crush – price	Table III, Lesson I, II (p. 18) slice – stand	Table III, Lesson II (p. 18) strand – broke
Week 7	Table III, Lesson II (p. 18) choke – shame	Tb. III, Lsn. II, III (p. 18-19) frame – brave	Table III, Lesson III (p. 19) crave – prince	Table III, Lsn. III, IV (p. 19) rinse – ebb	Table III, Lesson IV (p. 19) egg – age
Week 8	Table III, Lesson IV (p. 19) aim – hath	Table III, Lesson IV (p. 19) add – well	Table III, Lesson IV (p. 19) less – rule	Table III, Lesson IV (p. 19) time – here	Table III, Lsn. IV, V (p. 19) robe – craze
Week 9	Table III, Lesson V (p. 19) prate – clank	Table III, Lesson V (p. 19) crank – splash	Table III, Lsn. V, VI (p. 19) crash – vine	Table III, Lesson VI (p. 19) gripe – strife	Table III, Lesson VI (p. 19) fife – vice
Week 10	Table III, Lesson VI (p. 19) trice – splice	Table III, Lsn. VI, VII (p. 19) strike – slave, slaves (only 1 sentence today)	Tb. III, Lesson VII (p. 19-20) brave, braves – map, maps (only 1 sentence today)	Table III, Lesson VII (p. 20) plant, plants – snake, snakes (only 1 sentence today)	Table III, Lesson VIII (p. 20) cake, cakes – chap, chaps (only 1 sentence today)
Week 11	Table III, Lesson VIII (p. 20) flank, flanks – spade, spades (only 1 sentence today)	Table III, Lsn. VIII, IX (p. 20) pipe, pipes – wife, wives (only 1 sentence today)	Table III, Lesson IX (p. 20) life, lives – choke, chokes (only 1 sentence today)	Table III, Lesson IX (p. 20) cloke, clokes – mare, mares (only 1 sentence today)	Table III, Lesson IX (p. 20) tare, tares – swim, swims (only 1 sentence today)
Week 12	Table IV (p. 21) baker – dyer	Table IV (p. 21) draper – glory	Table IV (p. 21) giant – julep	Table IV (p. 21) lady – over	Table IV (p. 21) pagan – raker
Week 13	Table IV (p. 21) real – shady	Table IV (p. 21) silent – tory	Table IV (p. 21-22) total – vital	Table IV (p. 22) vocal – alum	Table IV (p. 22) amber – blunder

DICTATION

	DAY 1/ SCHOOL DAY	DAY 2	DAY 3	DAY 4	DAY 5
Week 14	Table IV (p. 22) buffet – cinder	Table IV (p. 22) cutler – factor	Table IV (p. 22) faggot – frantic	Table IV (p. 22) funnel – glitter	Table IV (p. 22) gullet – hunter
Week 15	Table IV (p. 22) insect – lantern	Table IV (p. 22) lappet – manner	Table IV (p. 22) matron – number	Table IV (p. 22) nutmeg – pepper	Table IV (p. 22) pillar – render
Week 16	Table IV (p. 22) rennet – selfish	Table IV (p. 22–23) sentence – slumber	Table IV (p. 23) smuggler – suffer	Table IV (p. 23) sullen – tenter	Table IV (p. 23) timber – vulgar
Week 17	Table IV (p. 23) ugly – wisdom	Table IV (p. 23) artless – conquest	Table IV (p. 23) consul – jocky	Table IV (p. 23) jolly – errand	Table IV (p. 23) hermit – venom
Week 18	Table V (p. 23) abase – attire	Table V (p. 24) before – control	Table V (p. 24) create – derive	Table V (p. 24) dislike – enrage	Table V (p. 24) enroll – incite
Week 19	Table V (p. 24) inflame – partake	Table V (p. 24) perspire – relate	Table V (p. 24) rely – traduce	Table V (p. 24) translate – abrupt	Table V (p. 24) absurd – beset
Week 20	Table V (p. 24) canal – defect	Table V (p. 24) defend – distrust	Table V (p. 24) distract – finance	Table V (p. 24) gallant – infest	Table V (p. 24–25) inflict – obstruct
Week 21	Table V (p. 25) occur – protect	Table V (p. 25) protest – romance	Table V (p. 25) sedan – transplant	Table V (p. 25) trepan – disarm	Table V (p. 25) discard – revolve
Week 22	Table V (p. 25) revolt – perverse	Table V, VI (p. 25) refer – diadem	Table VI (p. 25) dialect – lunacy	Table VI (p. 25) notary – rudiment	Table VI (p. 25) secrecy – admiral
Week 23	Table VI (p. 25) alcoran – barrister	Table VI (p. 25–26) buttery – cannibal	Table VI (p. 26) canopy – currency	Table VI (p. 26) cylinder – dulcimer	Table VI (p. 26) ecstasy – emperor
Week 24	Table VI (p. 26) enemy – felony	Table VI (p. 26) festival – heraldry	Table VI (p. 26) implement – integer	Table VI (p. 26) intellect – liberal	Table VI (p. 26) liberty – mannerly
Week 25	Table VI (p. 26) mariner – mystery	Table VI (p. 26) natural – pedantry	Table VI (p. 26) pedigree – pungency	Table VI (p. 26) pyramid – sacrament	Table VI (p. 26) salary – similar
Week 26	Table VI (p. 26–27) singular – temporal	Table VI (p. 27) tendency – victory	Table VI (p. 27) villany – colony	Table VI (p. 27) comedy – glossary	Table VI (p. 27) hospital – ornament
Week 27	Table VI (p. 27) orrey – prodigy	Table VI (p. 27) prominent – mercury	Table VI, VII (p. 27) perfidy – allurements	Table VII (p. 27) apparent – denial	Table VII (p. 27) decree – illegal
Week 28	Table VII (p. 27) imprudent – spectator	Table VII (p. 27–28) subscriber – unequal	Table VII (p. 28) unmindful – assassin	Table VII (p. 28) assembly – contractor	Table VII (p. 28) decanter – distinguish
Week 29	Table VII (p. 28) diurnal – equipment	Table VII (p. 28) erratic – invalid	Table VII (p. 28) malignant – prolific	Table VII (p. 28) protector – repugnant	Table VII (p. 28) republish – umbrella
Week 30	Table VII (p. 28) abolish – improper	Tables VII–VIII (p. 28–29) inconstant – immature	Table VIII (p. 29) importune – supersede	Table VIII (p. 29) superscribe – intermix	Table VIII (p. 29) overrun – disconnect

READING ALOUD

Daily Assignment: Mother should listen to the child read his lesson aloud, from Webster's *The Original Blue Back Speller*.

Ask your budding scholar to explain what the passage means; make sure he looks up words he does not understand.

Finally, ensure that the student reads the lesson with clear articulation and emphasis, and naturally, as if this was something he was telling a friend.

On Day 1, a selected lesson from the past week should be recited well.

	DAY 1/ SCHOOL DAY	DAY 2	DAY 3	DAY 4	DAY 5
Week 1	Introduce Subject	Table XIII (p. 43) Lesson I	Table XIII (p. 43) Lesson I	Table XIII (p. 43) Lesson II	Table XIII (p. 43) Lesson II
Week 2	Recite Lessons for Tutor	Table XIII (p. 43) Lesson III	Table XIII (p. 43) Lesson IV	Table XIII (p. 44) Lesson V	Table XIII (p. 44) Lesson VI
Week 3	Recite Lessons for Tutor	Table XIII (p. 44) Lesson VII	Table XIII (p. 44) Lesson VIII	Table XIII (p. 44) Lesson IX	Table XIII (p. 44) Lesson X
Week 4	Recite Lessons for Tutor	Table XIII (p. 45) Lesson XI	Table XIII (p. 45) Lesson XI	Table XIII (p. 45) Lesson XII	Table XIII (p. 45) Lesson XII
Week 5	Recite Lessons for Tutor	Table XIII (p. 45) Lesson XIII	Table XIII (p. 45-46) Lesson XIV	Table XIII (p. 45-46) Lesson XIV	Table XIII (p. 46) Lesson XV
Week 6	Recite Lessons for Tutor	Table XV (p. 49-50) Lesson I	Table XV (p. 49-50) Lesson I	Table XV (p. 49-50) Lesson I	Table XV (p. 49-50) Lesson I
Week 7	Recite Lessons for Tutor	Table XV (p. 50) Lesson II	Table XV (p. 50) Lesson II	Table XV (p. 50) Lesson II	Table XV (p. 50) Lesson II
Week 8	Recite Lessons for Tutor	Table XV (p. 50-51) Lesson III	Table XV (p. 50-51) Lesson III	Table XV (p. 50-51) Lesson III	Table XV (p. 50-51) Lesson III
Week 9	Recite Lessons for Tutor	Table XV (p. 51) Lesson IV	Table XV (p. 51) Lesson IV	Table XV (p. 51) Lesson IV	Table XV (p. 51) Lesson IV
Week 10	Recite Lessons for Tutor	Table XVIII (p. 55-56) <i>A dog..., All animals...</i>	Table XVIII (p. 55-56) <i>A dog..., All animals...</i>	Table XVIII (p. 55-56) <i>A dog..., All animals...</i>	Table XVIII (p. 55-56) <i>A dog..., All animals...</i>
Week 11	Recite Lessons for Tutor	Table XVIII (p. 56-57) <i>See the dog..., Henry...</i>	Table XVIII (p. 56-57) <i>See the dog..., Henry...</i>	Table XVIII (p. 56-57) <i>See the dog..., Henry...</i>	Table XVIII (p. 56-57) <i>See the dog..., Henry...</i>
Week 12	Recite Lessons for Tutor	Table XVIII (p. 57-58) <i>Charles..., John...</i>	Table XVIII (p. 57-58) <i>Charles..., John...</i>	Table XVIII (p. 57-58) <i>Charles..., John...</i>	Table XVIII (p. 57-58) <i>Charles..., John...</i>
Week 13	Recite Lessons for Tutor	Table XX (p. 62) Lesson I	Table XX (p. 62) Lesson II	Table XX (p. 62) Lesson III	Table XX (p. 62) Lesson IV

READING ALOUD

	DAY 1/ SCHOOL DAY	DAY 2	DAY 3	DAY 4	DAY 5
Week 14	Recite Lessons for Tutor	Table XXII (p. 64) Lesson I	Table XXII (p. 64–65) Lessons II & III	Table XXII (p. 65) Lesson IV	Table XXII (p. 65) Lesson V
Week 15	Recite Lessons for Tutor	Table XXV (p. 67–68) <i>There are..., As soon as...</i>	Table XXV (p. 67–68) <i>There are..., As soon as...</i>	Table XXV (p. 68) <i>Charles..., Henry...</i>	Table XXV (p. 68) <i>Charles..., Henry...</i>
Week 16	Recite Lessons for Tutor	Table XXVII (p. 69–70)	Table XXVII (p. 69–70)	Table XXVII (p. 69–70)	Table XXVII (p. 69–70)
Week 17	Recite Lessons for Tutor	Table XXIX (p. 72) Lesson I	Table XXIX (p. 72) Lesson II	Table XXIX (p. 73) Lesson III	Table XXIX (p. 73) Lesson IV, Our Saviour's Golden Rule
Week 18	Recite Lessons for Tutor	Table XXXI (p. 76) <i>Henry..., John...</i>	Table XXXI (p. 76) <i>Charles..., Moses...</i>	Table XXXI (p. 76–77) <i>See the..., George...</i>	Table XXXI (p. 77) <i>James...</i>
Week 19	Recite Lessons for Tutor	Table XXXI (p. 77) <i>Emily...</i>	Table XXXI (p. 77–78) The Rose	Table XXXI (p. 77–78) The Rose	Table XXXI (p. 77–78) The Rose
Week 20	Recite Lessons for Tutor	Table XXXI (p. 78) <i>Julia..., Look to...</i>	Table XXXI (p. 78–79) The Lamb	Table XXXI (p. 78–79) The Lamb	Table XXXI (p. 78–79) The Lamb
Week 21	Recite Lessons for Tutor	Table XXXI (p. 79) <i>Harriet...</i>	Table XXXI (p. 79–80) The Bird's Nest	Table XXXI (p. 79–80) The Bird's Nest	Table XXXI (p. 79–80) The Bird's Nest
Week 22	Recite Lessons for Tutor	Table XXXI (p. 80) <i>Mary...</i>	Table XXXI (p. 80) On a Goldfinch starved...	Table XXXI (p. 80) On a Goldfinch starved...	Table XXXI (p. 80) On a Goldfinch starved...
Week 23	Recite Lessons for Tutor	Table XXXI (p. 81) <i>Art thou...?, Is a woman...?</i>	Table XXXI (p. 81) <i>But when thou findest...</i>	Table XXXI (p. 81) <i>Art thou a young woman...?</i>	Table XXXI (p. 81) <i>Listen to no...</i>
Week 24	Recite Lessons for Tutor	Table XXXI (p. 82) <i>Art thou a husband?, Art thou a wife?</i>	Table XXXI (p. 82) <i>Art thou a parent?</i>	Table XXXI (p. 82) <i>Art thou a brother...?</i>	Table XXXI (p. 82) <i>Art thou a son...?</i>
Week 25	Recite Lessons for Tutor	Fable I, Moral (p. 83)	Fable I, Moral (p. 83)	Fable I, Moral (p. 83)	Fable I, Moral (p. 83)
Week 26	Recite Lessons for Tutor	Fable II (p. 85–86)	Fable II (p. 85–86)	Fable II (p. 85–86)	Fable II (p. 85–86)
Week 27	Recite Lessons for Tutor	Fable III (p. 87–88)	Fable III (p. 87–88)	Fable III (p. 87–88)	Fable III (p. 87–88)
Week 28	Recite Lessons for Tutor	Advice (p. 58)	Remarks (p. 70)	Select Sentences (p. 89)	Select Sentences (p. 89)
Week 29	Recite Lessons for Tutor	Fable IV (p. 90–91)	Fable IV (p. 90–91)	Fable IV (p. 90–91)	Fable IV (p. 90–91)
Week 30	Recite Lessons for Tutor	Fable V (p. 92)	Fable V (p. 92)	Fable V (p. 92)	Fable V (p. 92)

ENGLISH GRAMMAR

Daily Assignment: Mother should read the assigned sections in *Our Mother Tongue*, Unit 1 with the student, including all sidenotes, helping him to understand the material. If mother does not know English Grammar, she will probably want to take the course along with her child, completing all of the assignments. Help your child to complete every exercise, but as the year progresses, he may be able to begin doing many exercises independently.

The *Later Knowledge Guide* adds several English grammar exercises—using the Bible, *Blue Back Speller*, *New England Primer*, and a couple of other texts—to supplement the exercises in *Our Mother Tongue*. For exercises using the *Blue Back Speller*, the student should work directly out of his *Speller*, and simply write his answers on a separate piece of paper (with only one exception, in Week 7, when the *Speller* pages are reproduced in the *Later Knowledge Guide*, so the student can write directly on the page).

All of the other texts for Grammar Exercises, and several English Grammar Helps, are printed in this *Later Knowledge Guide*; those page numbers are labeled LKG. Finally, the answers to all of the additional Grammar Exercises (including exercises using the *Blue Back*) are found in the Answer Key at the back of this book.

	DAY 1/ SCHOOL DAY	DAY 2	DAY 3	DAY 4	DAY 5
Week 1	Unit 1 (p. 7) Lesson 1: Nouns (p. 8–9) Examples & Explanation	Lesson 1: Nouns (p. 8–9) Ex. & Expl. (again); Identify nouns in Ps. 63 (LKG p. 81)	Lesson 1: Nouns (p. 9) Historia & Exercise A, #1–3	Lesson 1: Nouns (p. 9) Exercise A, #4–8	Lesson 1: Nouns (p. 8–9) Identify nouns in <i>Blue Back</i> Lesson II
Week 2	Identify nouns in “Landing of the Pilgrim Fathers” (LKG p. 81)	Lesson 1: Nouns (p. 9–10) Exercise B, #1–2	Lesson 1: Nouns (p. 10) Exercise B, #3–4	Lesson 1: Nouns (p. 10) Exercise C	Identify nouns in Teddy’s Father’s Story (LKG p. 82)
Week 3	Lesson 1: Nouns (p. 11) Common & Proper Nouns Examples & Explanation	Lesson 1: Nouns (p. 11–12) Exercise D	Lesson 1: Nouns (p. 12) A Noun of Direct Address Examples	Lesson 1: Nouns (p. 13) Exercise E	Lesson 1: Nouns (p. 13) Review Questions
Week 4	Lesson 2: Verbs (p. 14) Examples & Explanation	Lesson 2: Verbs (p. 14) Ex. & Expl.; Identify verbs in Ps. 63 (LKG p. 81)	Lesson 2: Verbs (p. 15) Exercise A, #1–5	Lesson 2: Verbs (p. 15) Exercise A, #6–10	Lesson 2: Verbs (p. 15–16) Auxiliaries or Helping Verbs Examples & Explanation
Week 5	Lesson 2: Verbs (p. 15–16) Auxiliaries or Helping Verbs Examples & Explanation	Lesson 2: Verbs (p. 16) Exercise B	Lesson 2: Verbs (p. 16–17) Exercise C	Lesson 2: Verbs (p. 17–18) Linking Verbs Examples & Explanation	Lesson 2: Verbs (p. 17–18) Linking Verbs Examples & Explanation
Week 6	Lesson 2: Verbs (p. 18) Exercise D	Lesson 2: Verbs (p. 18) Exercise E	Lesson 2: Verbs (p. 19) Review Exercise A	Lesson 2: Verbs (p. 19–20) Review Exercise B, #1–3	Lesson 2: Verbs (p. 20) Review Exercise B, #4–6, Historia
Week 7	Lesson 2: Verbs (p. 20) Review Questions Imperative (LKG p. 77)	<i>Blue Back Speller</i> Table XV, Lsn. I (LKG p. 83)	<i>Blue Back Speller</i> Table XV, Lsn. II (LKG p. 83)	<i>Blue Back Speller</i> Table XV, Lsn. III (LKG p. 83)	<i>Blue Back Speller</i> Table XV, Lsn. IV (LKG p. 83)
Week 8	Verb Participles (LKG p. 79) <i>New Engl. Pr.</i> “Mr. John...,” “Give ear...” (LKG p. 84)	<i>New England Primer</i> “that once shall...” (LKG p. 84)	<i>New England Primer</i> “If God hath given...” (LKG p. 84)	<i>New England Primer</i> “And send the...” (LKG p. 85)	<i>New England Primer</i> “and you enjoy the...” (LKG p. 85)
Week 9	<i>New England Primer</i> “When I am...” (LKG p. 85)	Psalms 121 (LKG p. 86)	Psalms 122 (LKG p. 86)	Psalms 127 (LKG p. 87)	Psalms 128 (LKG p. 87)
Week 10	Psalms 133–134 (LKG p. 87)	Jonah 1 “The word of the...” (LKG p. 88)	Jonah 1 “But the Lord...” (LKG p. 88)	Jonah 1 “And they said...” (LKG p. 88)	Jonah 1 “Then...,” “Now...” (LKG p. 89)
Week 11	Jonah 2 (LKG p. 89)	John 1:1–14 (LKG p. 90)	John 17 “These things...” (LKG p. 90)	John 17 “I have...,” “And...” (LKG p. 91)	John 17 “I pray...,” “Father...” (LKG p. 91)
Week 12	Revelation 21–22 “And I...,” “And he...” (LKG p. 92)	Revelation 21–22 “And there...” (LKG p. 92)	Revelation 21–22 “And he that...” (LKG p. 93)	Revelation 21–22 “And I...,” “And...,” “And...” (LKG p. 93)	Revelation 21–22 (LKG p. 94)
Week 13	Lsn. 3: Adjectives (p. 21–22) Examples & Explanation	Lsn. 3: Adjectives (p. 21–22) Examples & Explanation Exercise A, #1	Lesson 3: Adjectives (p. 22) Exercise A, #2–4	Lesson 3: Adjectives (p. 22) Punctuation Note, Exercise A, #5–7	Lsn. 3: Adjectives (p. 22–23) Exercise A, #8–10

	DAY 1/ SCHOOL DAY	DAY 2	DAY 3	DAY 4	DAY 5
Week 14	Lsn. 3: Adjectives (p. 23–24) The Article Examples & Explanation	Lesson 3: Adjectives (p. 24) Exercise B	Lsn. 3: Adjectives (p. 23–24) Exercise C, #1–5	Lesson 3: Adjectives (p. 25) Exercise C, #6–10	Lesson 3: Adjectives (p. 25) Exercise D
Week 15	Lesson 3: Adjectives (p. 25) The Proper Adjective, Historia	Lsn. 3: Adjectives (p. 25–26) The Proper Adjective, Exercise E	Lesson 3: Adjectives (p. 26) Exercise F <i>All</i> (LKG p. 77)	Lesson 3: Adjectives (p. 26) Identify adjectives in <i>Blue Back</i> “As soon as boys...”	Lsn. 3: Adjectives (p. 26–27) Review Questions Poss. Nouns (LKG p. 78)
Week 16	Lsn. 4: Adverbs (p. 28–29) Examples & Explanation	Lsn. 4: Adverbs (p. 28–29) Examples, Explanation, <i>Other adverbs...</i> , Examples	Lesson 4: Adverbs (p. 30) Exercise A	Lesson 4: Adverbs (p. 30) Exercise B	Lesson 4: Adverbs Identify adverbs in <i>Blue Back</i> “Now see the...”
Week 17	Lesson 4: Adverbs (p. 30) Exercise C	Lesson 4: Adverbs (p. 31) Exercise D	Lsn. 4: Adverbs (p. 31–32) Exercise E, #1–5	Lesson 4: Adverbs (p. 32) Exercise E, #6–10	Lesson 4: Adverbs Identify adverbs, as Ex. E, in <i>Blue Back</i> Tbl. XXIX, Lsn. I
Week 18	Lesson 4: Adverbs Identify adverbs, as Ex. E, in <i>Blue Back</i> Tbl. XXIX, Lsn. II	Lesson 4: Adverbs Identify adverbs, as Ex. E, in <i>BB</i> Tbl. XXIX, Lsn. III–IV	Lesson 4: Adverbs (p. 32) Review Exercise A, #1–2	Lesson 4: Adverbs (p. 32) Review Exercise A, #3–5	Lesson 4: Adverbs (p. 33) Review Questions Explanation (LKG p. 78)
Week 19	Lsn. 5: Pronouns (p. 34–36) Examples & Explanation, Types of Pronouns	Lsn. 5: Pronouns (p. 34–37) Ex., Expl., Types of Pronouns Examples, Historia	Lesson 5: Pronouns (p. 37) Exercise A	Lsn. 5: Pronouns (p. 37–38) Exercise B	Lesson 5: Pronouns (p. 38) What About It?
Week 20	Lsn. 5: Pronouns (p. 38–39) What About It? Exercise C	Lsn. 5: Pronouns (p. 39–40) Exercise D, #1–5	Lesson 5: Pronouns (p. 40) Exercise D, #6–10	Lesson 5: Pronouns (p. 40) Review Questions #1–6	Lsn. 5: Pronouns (p. 40–41) Review Questions #7–11
Week 21	Lesson 6: Prepositions (p. 42–44) Examples & Explanation	Lesson 6: Prepositions (p. 42–44) Examples & Explanation	Lesson 6: Prepos. (p. 44–45) Exercise A	Lesson 6: Prepositions Identify prepositions in <i>Blue Back</i> “The Rose”	Lesson 6: Prepositions Identify prepositions in <i>Blue Back</i> “The Lamb”
Week 22	Lesson 6: Prepos. (p. 45) Exercise B	Lesson 6: Prepos. (p. 45) Exercise C	Lesson 6: Prepos. (p. 46) Review Exercise A	Lesson 6: Prepos. (p. 46) Review Questions	Lesson 6: Prepositions Identify prepositions in <i>Blue Back</i> “The Bird’s Nest”
Week 23	Lesson 7: Conjunctions (p. 47–49) Examples & Explanation	Lesson 7: Conjunctions (p. 47–49) Examples & Explanation	Lesson 7: Conj. (p. 49) Exercise A	Lesson 7: Conj. (p. 49–50) Exercise B	Lesson 7: Conjunctions Identify conjunctions in <i>Blue Back</i> “On a Goldfinch”
Week 24	Lesson 7: Conjunctions Identify conjunctions in <i>Blue Back</i> Table XX (p. 62)	Lesson 7: Conj. (p. 50) Exercise C, #1–5	Lesson 7: Conj. (p. 50) Exercise C, #6–10	Lesson 7: Conj. (p. 50–51) The Oxford Comma	Lesson 7: Conj. (p. 51) Review Questions
Week 25	Lesson 8: Interjections (p. 52–53) Examples & Explanation	Lesson 8: Interjections (p. 52–53) Examples & Explanation	Lesson 8: Interj. (p. 53) Exercise A	Lesson 8: Interj. (p. 53–54) Exercise B	Lesson 8: Interj. (p. 54) Review Questions
Week 26	Lesson 9: Review (p. 55) Nouns #1–4	Lesson 9: Review (p. 55) Nouns #5–11	Lesson 9: Review (p. 56) Verbs #1–6	Lesson 9: Review (p. 56) Adjectives #1–5	Lesson 9: Review (p. 56) Adjectives #6–10
Week 27	Lesson 9: Review (p. 56) Adverbs #1–4	Lesson 9: Review (p. 57) Pronouns #1–5	Lesson 9: Review (p. 57) Pronouns #6–8	Lesson 9: Review (p. 57) Prepositions #1–5	Lesson 9: Review (p. 57) Conjunctions #1–5
Week 28	Lesson 9: Review (p. 57–58) Interjections #1–5	Lesson 9: Review (p. 58) Exercise A, #1–2	Lesson 9: Review (p. 58) Exercise A, #3–5	Lesson 9: Review (p. 58) Exercise B, #1–3	Lesson 9: Review (p. 58–59) Exercise B, #4–5
Week 29	Lesson 9: Review (p. 59) Exercise B, #6–8	Lesson 9: Review (p. 59) Exercise C: <i>Blue Back</i> Select Sentences (p. 89)	Lesson 9: Review (p. 59) Exercise C: <i>Blue Back</i> Fable III	Lesson 9: Review (p. 59) Exercise C: <i>Blue Back</i> Fable V	Lesson 9: Review (p. 59) Exercise C: student’s Literature summary
Week 30	Lesson 9: Review (p. 59) Exercise D, #1–5	Lesson 9: Review (p. 59–60) Exercise D, #6–10	Lesson 9: Review (p. 60) Exercise D, #11–15	Lesson 9: Review (p. 60) Exercise E, #1–2	Lesson 9: Review (p. 60) Exercise E, #3–4

Daily Assignment: Study the assigned frames in *Artes Latinae*, Level 1, Book 1. If mother does not know Latin, she will probably want to take the course along with her child, completing all of the assignments.

The student—and parent, if applicable—should keep a Latin notebook, adding each newly-learned word, sentence, form, paradigm, etc., as they are taught in the course. Follow the instructions for each unit in *How to Build Your Latin Notebook*, which begins on page 95 of this *Later Knowledge Guide*.

This is the only subject in our Christian grammar school at home that has tests! The best approach is, at the end of each day's Latin assignment, for the student to spend a few minutes studying. Mother should teach the child how to study effectively for tests, including quizzing oneself, and writing out vocabulary and paradigms. Beginning with Unit 4, a day in each unit is set aside for study, but if the student has not been keeping up with studying daily, that one Latin study assignment will necessarily be longer than the average 45 minutes allotted to Latin daily.

Also in Unit 4, the student will begin using the Graded Reader. Mother and student, together, should read the Introductions in both the reader and the Teacher's Guide to the reader. With the guidance from those Introductions in mind, it will be good if the student attempts to translate about 5–10 readings at each unit's close.

	DAY 1/ SCHOOL DAY	DAY 2	DAY 3	DAY 4	DAY 5
Week 1	Unit 1 Frames 1–45 Tape: (none)	Unit 1 Frames 46–92 Tape: 0:00	Unit 1 Frames 93–140 Tape: 3:49	Unit 1 Frames 141–187 Tape: 8:53	Unit 1 Frames 188–233 Tape: 11:06
Week 2	Unit 2 Frames 1–46 Tape: 0:00	Unit 2 Frames 47–92 Tape: 2:20	Unit 2 Frames 93–142 Tape: 7:09	Unit 2 Frames 143–184 Tape: 12:29	Unit 2 Frames 185–231 & Test Information Tape: 16:29
Week 3	Unit 2 Test Unit 3 Frames 1–52 Tape: 0:00	Unit 3 Frames 53–108 Tape: 4:28	Unit 3 Frames 109–156 Tape: 10:21	Unit 3 Frames 157–204 Tape: 15:25	Unit 3 Frames 205–253 & Test Information Tape: 21:02
Week 4	Unit 3 Test Unit 4 Frames 1–40 Tape: (none)	Unit 4 Frames 41–82 Tape: (none)	Unit 4 Frames 83–121 Tape: 0:00	Unit 4 Frames 122–159 Tape: 0:36	Unit 4 Frames 160–199 Tape: 1:07
Week 5	Unit 4 Frames 200–241 Tape: 1:32	Unit 4 Frames 242–280 Tape: 2:10	Unit 4 Frames 281–321 Tape: 5:04	Unit 4 Frames 322–360 Tape: 6:33	5–10 Readings; Vocabulary & Test Review
Week 6	Unit 4 Test	Unit 5 Frames 1–50 Tape: 0:00	Unit 5 Frames 51–100 Tape: 4:23	Unit 5 Frames 101–150 Tape: 5:11	Unit 5 Frames 151–200 Tape: 5:49
Week 7	Unit 5 Frames 201–250 Tape: 6:42	Unit 5 Frames 251–300 Tape: 11:21	Unit 5 Frames 301–350 Tape: 13:46	Unit 5 Frames 351–402 Tape: 16:25	5–10 Readings; Vocabulary & Test Review
Week 8	Unit 5 Test	Unit 6 Frames 1–39 Tape: 0:00	Unit 6 Frames 40–84 Tape: 0:28	Unit 6 Frames 85–124 Tape: 2:27	Unit 6 Frames 125–164 Tape: 3:37
Week 9	Unit 6 Frames 165–210 Tape: 5:32	Unit 6 Frames 211–251 Tape: 7:30	Unit 6 Frames 252–294 Tape: 9:00	Unit 6 Frames 295–329 Tape: 12:04	5–10 Readings; Vocabulary & Test Review
Week 10	Unit 6 Test	Unit 7 Frames 1–32 Tape: 0:00	Unit 7 Frames 33–66 Tape: 0:43	Unit 7 Frames 67–98 Tape: 3:08	Unit 7 Frames 99–134 Tape: 3:31
Week 11	Unit 7 Frames 135–168 Tape: 6:10	Unit 7 Frames 169–203 Tape: 8:39	Unit 7 Frames 204–238 Tape: 10:37	Unit 7 Frames 239–264 Tape: 12:58	5–10 Readings; Vocabulary & Test Review
Week 12	Unit 7 Test	Unit 8 Frames 1–49 Tape: 0:00	Unit 8 Frames 50–95 Tape: 2:55	Unit 8 Frames 96–141 Tape: 5:31	Unit 8 Frames 142–187 Tape: 8:05
Week 13	Unit 8 Frames 188–232 Tape: 9:45	Unit 8 Frames 233–258 Tape: 14:14	Unit 8 Frames 259–313 Tape: 14:26	Unit 8 Frames 314–371 Tape: 17:32	5–10 Readings; Vocabulary & Test Review

	DAY 1/ SCHOOL DAY	DAY 2	DAY 3	DAY 4	DAY 5
Week 14	Unit 8 Test	Unit 9 Frames 1–50 Tape: 0:00	Unit 9 Frames 51–100 Tape: 2:39	Unit 9 Frames 101–150 Tape: 6:01	Unit 9 Frames 151–200 Tape: 8:23
Week 15	Unit 9 Frames 201–250 Tape: 10:45	Unit 9 Frames 251–300 Tape: 16:40	Unit 9 Frames 301–350 Tape: 21:50	Unit 9 Frames 351–395 Tape: (none)	5–10 Readings; Vocabulary & Test Review
Week 16	Unit 9 Test	Unit 10 Frames 1–53 Tape: 0:00	Unit 10 Frames 54–108 Tape: 4:15	Unit 10 Frames 109–166 Tape: 6:26	Unit 10 Frames 167–220 Tape: 9:56
Week 17	Unit 10 Frames 221–278 Tape: 10:35	Unit 10 Frames 279–336 Tape: 15:42	Unit 10 Frames 337–376 Tape: 18:18	Unit 10 Frames 377–435 Tape: 20:37	5–10 Readings; Vocabulary & Test Review
Week 18	Unit 10 Test	Unit 11 Frames 1–43 Tape: 0:00	Unit 11 Frames 44–85 Tape: 1:37	Unit 11 Frames 86–135 Tape: 5:53	Unit 11 Frames 136–185 Tape: 8:25
Week 19	Unit 11 Frames 186–228 Tape: 10:46	Unit 11 Frames 229–271 Tape: 12:25	Unit 11 Frames 272–316 Tape: 16:02	Unit 11 Frames 317–344 Tape: 16:58	5–10 Readings; Vocabulary & Test Review
Week 20	Unit 11 Test	Unit 12 Frames 1–35 Tape: 0:00	Unit 12 Frames 36–70 Tape: 2:01	Unit 12 Frames 71–107 Tape: 4:02	Unit 12 Frames 108–143 Tape: 6:33
Week 21	Unit 12 Frames 144–175 Tape: 7:57	Unit 12 Frames 176–219 Tape: 9:11	Unit 12 Frames 220–256 Tape: 11:05	Unit 12 Frames 257–289 Tape: 12:17	Unit 12 Frames 290–318 Tape: 14:06
Week 22	Unit 12 Frames 319–358 Tape: 16:25	Unit 12 Frames 359–395 Tape: 17:34	Unit 12 Frames 396–433 Tape: 19:36	Unit 12 Frames 434–468 Tape: 23:23	5–10 Readings; Vocabulary & Test Review
Week 23	Unit 12 Test	Unit 13 Frames 1–34 Tape: 0:00	Unit 13 Frames 35–66 Tape: 3:44	Unit 13 Frames 67–97 Tape: 5:11	Unit 13 Frames 98–131 Tape: 7:03
Week 24	Unit 13 Frames 132–164 Tape: 10:28	Unit 13 Frames 165–197 Tape: 12:22	Unit 13 Frames 198–230 Tape: 14:05	Unit 13 Frames 231–257 Tape: 16:04	Unit 13 Frames 258–287 Tape: 17:41
Week 25	Unit 13 Frames 288–320 Tape: 21:33	Unit 13 Frames 321–348 Tape: 23:42	Unit 13 Frames 349–386 Tape: 26:01	Unit 13 Frames 387–411 Tape: 30:23	5–10 Readings; Vocabulary & Test Review
Week 26	Unit 13 Test	Unit 14 Frames 1–40 Tape: 0:00	Unit 14 Frames 41–77 Tape: 2:14	Unit 14 Frames 78–115 Tape: 6:00	Unit 14 Frames 116–157 Tape: 9:58
Week 27	Unit 14 Frames 158–194 Tape: 15:00	Unit 14 Frames 195–231 Tape: 16:07	Unit 14 Frames 232–268 Tape: 19:47	Unit 14 Frames 269–305 Tape: 22:22	5–10 Readings; Vocabulary & Test Review
Week 28	Unit 14 Test	Unit 15 Frames 1–31 Tape: 0:00	Unit 15 Frames (31) 32–56 Tape: 2:54	Unit 15 Frames 57–89 Tape: 5:23	Unit 15 Frames 90–116 Tape: 7:46
Week 29	Unit 15 Frames 117–148 Tape: 10:36	Unit 15 Frames 149–173 Tape: 12:14	Unit 15 Frames 174–204 Tape: 12:26	Unit 15 Frames 205–230 Tape: 13:24	Unit 15 Frames 231–262 Tape: 14:12
Week 30	Unit 15 Frames 263–296 Tape: 15:02	Unit 15 Frames 297–318 Tape: 16:44	Unit 15 Frames 319–350 Tape: 17:57	Unit 15 Frames 351–381 Tape: (none)	5–10 Readings; Vocabulary & Test Review

ARITHMETIC

Daily Assignment: Mother should teach each lesson, using *Saxon 6/5* (or, if you prefer, a different curriculum of your choice). After completing them by himself at the beginning of the year, the student should be permitted to use his Addition & Multiplication Tables freely for all of his assignments.

If you'd like my advice for using *Saxon 6/5*:

- In **Warm-Up**, have the child do only one column of the Facts Practice worksheet; choose a different column each day.
- Ask your student **Mental Math** questions orally; also read the **Problem Solving** question aloud (to help him understand it), though the child may use pencil and paper to solve it.
- Explain (or read) the **New Concept** to your student; make sure he understands it.
- Help him complete the **Lesson Practice**, ensuring that he understands the new concept.
- Then, have him complete the odd-numbered problems in **Mixed Practice** on his own, and check his answers in the Solutions Manual. (We don't do the evens; the odds only are plenty of practice.)

If there is any concept your child struggles to master, assign him a few extra problems daily from the Supplemental Practice section in the back of his textbook. Finally, you will notice, as the year progresses, that your budding mathematician can study some of the easier lessons by himself, until, perhaps, he becomes able to read and learn all of the lessons by himself, and only needs mother's help for specific questions he doesn't understand.

	DAY 1/ SCHOOL DAY	DAY 2	DAY 3	DAY 4	DAY 5
Week 1	Copywork: numerals, arithmetic operation signs. (LKG p. 102)	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Week 2	Complete Addition Table (LKG p. 103)	Lesson 5	Lesson 6	Lesson 7	Lesson 8
Week 3	Complete Multiplication Table (LKG p. 104)	Lesson 9	Lesson 10	Lesson 11: Skip the New Concept; just solve the Examples normally.	Lesson 12
Week 4	Briefly go over hard bits in Lessons 13-16	Lesson 13	Lesson 14	Lesson 15	Lesson 16
Week 5	Briefly go over hard bits in Lessons 17-20	Lesson 17	Lesson 18	Lesson 19	Lesson 20
Week 6	Briefly go over hard bits in Lessons 21-24	Lesson 21	Lesson 22	Lesson 23	Lesson 24
Week 7	Briefly go over hard bits in Lessons 25-28	Lesson 25	Lesson 26	Lesson 27	Lesson 28
Week 8	Briefly go over hard bits in Lessons 29-32	Lesson 29	Lesson 30	Lesson 31	Lesson 32
Week 9	Briefly go over hard bits in Lessons 33-36	Lesson 33	Lesson 34	Lesson 35	Lesson 36
Week 10	Briefly go over hard bits in Lessons 37-40	Lesson 37	Lesson 38	Lesson 39	Lesson 40
Week 11	Briefly go over hard bits in Lessons 41-44	Lesson 41	Lesson 42	Lesson 43	Lesson 44: The regular units are actually called the Standard System (not US...).
Week 12	Briefly go over hard bits in Lessons 45-48	Lesson 45	Lesson 46	Lesson 47	Lesson 48
Week 13	Briefly go over hard bits in Lessons 49-52	Lesson 49	Lesson 50	Lesson 51	Lesson 52

ARITHMETIC

	DAY 1/ SCHOOL DAY	DAY 2	DAY 3	DAY 4	DAY 5
Week 14	Briefly go over hard bits in Lessons 53-56	Lesson 53	Lesson 54	Lesson 55	Lesson 56
Week 15	Briefly go over hard bits in Lessons 57-60	Lesson 57	Lesson 58	Lesson 59	Lesson 60
Week 16	Briefly go over hard bits in Lessons 61-64	Lesson 61	Lesson 62	Lesson 63	Lesson 64
Week 17	Briefly go over hard bits in Lessons 65-68	Lesson 65	Lesson 66	Lesson 67	Lesson 68
Week 18	Briefly go over hard bits in Lessons 69-72	Lesson 69	Lesson 70	Lesson 71	Lesson 72
Week 19	Briefly go over hard bits in Lessons 73-76	Lesson 73	Lesson 74	Lesson 75	Lesson 76
Week 20	Briefly go over hard bits in Lessons 77-80	Lesson 77	Lesson 78	Lesson 79	Lesson 80
Week 21	Briefly go over hard bits in Lessons 81-84	Lesson 81	Lesson 82	Lesson 83	Lesson 84
Week 22	Briefly go over hard bits in Lessons 85-88	Lesson 85	Lesson 86	Lesson 87	Lesson 88
Week 23	Briefly go over hard bits in Lessons 89-92	Lesson 89	Lesson 90	Lesson 91	Lesson 92
Week 24	Briefly go over hard bits in Lessons 93-96	Lesson 93	Lesson 94	Lesson 95	Lesson 96
Week 25	Briefly go over hard bits in Lessons 97-100	Lesson 97	Lesson 98	Lesson 99	Lesson 100
Week 26	Briefly go over hard bits in Lessons 101-104	Lesson 101	Lesson 102	Lesson 103	Lesson 104
Week 27	Briefly go over hard bits in Lessons 105-108	Lesson 105	Lesson 106	Lesson 107	Lesson 108
Week 28	Briefly go over hard bits in Lessons 109-112	Lesson 109	Lesson 110	Lesson 111	Lesson 112
Week 29	Briefly go over hard bits in Lessons 113-116	Lesson 113	Lesson 114	Lesson 115	Lesson 116
Week 30	Briefly go over hard bits in Lessons 117-120	Lesson 117	Lesson 118	Lesson 119	Lesson 120

WEEKS 1-13

LIFE SKILL

Daily Assignment: Mother or Father should teach the student a useful skill or skills, and the child should perform it daily.

The idea here is to counter the modern approach to education (which says that education is only about academic, bookish endeavors), by being intentional about teaching useful life skills without any books. For example, a child might be taught to do laundry, cook a meal, tend the lawn, or raise vegetables in a garden.

The spaces below may be used for personalized assignments, if desired.

	DAY 1/ SCHOOL DAY	DAY 2	DAY 3	DAY 4	DAY 5
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					
Week 6					
Week 7					
Week 8					
Week 9					
Week 10					
Week 11					
Week 12					
Week 13					

WEEKS 14-30

LIFE SKILL

	DAY 1/ SCHOOL DAY	DAY 2	DAY 3	DAY 4	DAY 5
Week 14					
Week 15					
Week 16					
Week 17					
Week 18					
Week 19					
Week 20					
Week 21					
Week 22					
Week 23					
Week 24					
Week 25					
Week 26					
Week 27					
Week 28					
Week 29					
Week 30					

GREEK

Assignment: On School Day (Day 1) each week, mother should read the assigned sections in *A Greek Alphabetarion* and *A Greek Hupogrammon* with her student, and help him complete the assigned exercises.

	DAY 1/ SCHOOL DAY
Week 1	Greek Alphabetarion p. 13-21
Week 2	Greek Alphabetarion p. 22-23 Greek Hupogrammon p. 14-17
Week 3	Greek Alphabetarion p. 24-25 Greek Hupogrammon p. 18-19
Week 4	Greek Alphabetarion p. 26-27 Greek Hupogrammon p. 20-23
Week 5	Greek Alphabetarion p. 28-31 Greek Hupogrammon p. 24-27
Week 6	Greek Alphabetarion p. 32-34 Greek Hupogrammon p. 28-29
Week 7	Greek Alphabetarion p. 35-37 Greek Hupogrammon p. 30-31
Week 8	Greek Alphabetarion p. 38-41 Greek Hupogrammon p. 32-35
Week 9	Greek Alphabetarion p. 42-43 Greek Hupogrammon p. 36-37
Week 10	Greek Alphabetarion p. 44-45 Greek Hupogrammon p. 38-43
Week 11	Greek Alphabetarion p. 46-49 Greek Hupogrammon p. 44-47
Week 12	Greek Alphabetarion p. 50-53 Greek Hupogrammon p. 48-51
Week 13	Greek Alphabetarion p. 54-57 Greek Hupogrammon p. 52-55
Week 14	Greek Alphabetarion p. 58-61 Greek Hupogrammon p. 56-59
Week 15	Greek Alphabetarion p. 62-65 Greek Hupogrammon p. 60-63

	DAY 1/ SCHOOL DAY
Week 16	Greek Alphabetarion p. 66-69 Greek Hupogrammon p. 64-67
Week 17	Greek Alphabetarion p. 70-73 Greek Hupogrammon p. 68-73
Week 18	Greek Alphabetarion p. 74-77 Greek Hupogrammon p. 74-79
Week 19	Greek Alphabetarion p. 78-81 Greek Hupogrammon p. 80-81
Week 20	Greek Alphabetarion p. 82-85 Greek Hupogrammon p. 82-85
Week 21	Greek Alphabetarion p. 86-89 Greek Hupogrammon p. 86-89
Week 22	Greek Alphabetarion p. 90-93 Greek Hupogrammon p. 90-95
Week 23	Greek Alphabetarion p. 94-97 Greek Hupogrammon p. 96-97
Week 24	Greek Alphabetarion p. 98 Greek Hupogrammon p. 98-101
Week 25	Greek Alphabetarion p. 99-100 Greek Hupogrammon p. 104-107
Week 26	Greek Alphabetarion p. 100-101 Greek Hupogrammon p. 108-111
Week 27	Greek Alphabetarion p. 102 Greek Hupogrammon p. 112-115
Week 28	Greek Alphabetarion p. 103
Week 29	Review for Final Examination
Week 30	Final Examination: Greek Alphabetarion p. 105-106

LESSONS

Daily Assignment: Each week, the student should memorize the new lesson on Day 1, then practice the new lesson, along with the entire passage beginning from 1 Peter 1:1, every day. During these three years, the student will memorize the book of 1 Peter. Over the summer, the student should recite what he's learned from time to time, so he doesn't forget it.

Week 1

PETER an Apostle of JESUS CHRIST, to the strangers that dwell here and there throughout Pontus, Galatia, Cappadocia, Asia and Bithynia, 1 Peter 1:1

Week 2

Elect according to the foreknowledge of God the Father unto sanctification of the Spirit, through obedience and sprinkling of the blood of Jesus Christ: Grace and peace be multiplied unto you. 1 Peter 1:2

Week 3

Blessed be God, even the Father of our Lord Jesus Christ, which according to his abundant mercy hath begotten us again unto a lively hope by the resurrection of Jesus Christ from the dead, 1 Peter 1:3

Week 4

To an inheritance immortal and undefiled, and that withereth not, reserved in heaven for us, Which are kept by the power of God through faith unto salvation, which is prepared to be showed in the last time. 1 Peter 1:4-5

Week 5

Wherein ye rejoice, though now for a season (if need require) ye are in heaviness, through manifold tentations, 1 Peter 1:6

Week 6

That the trial of your faith, being much more precious than gold that perisheth (though it be tried with fire) might be found unto your praise, and honor and glory at the appearing of Jesus Christ: 1 Peter 1:7

Week 7

Whom ye have not seen, and yet love him, in whom now, though ye see him not, yet do you believe, and rejoice with [joy] unspeakable and glorious, Receiving the end of your faith, even the salvation of your souls. 1 Peter 1:8-9

Week 8

Of the which salvation the Prophets have inquired and searched, which prophesied of the grace that should come unto you, 1 Peter 1:10

Week 9

Searching when or what time the Spirit which testified before of Christ which was in them, should declare the sufferings that should come unto Christ, and the glory that should follow. 1 Peter 1:11

Week 10

Unto whom it was revealed, that not unto themselves, but unto us they should minister the things, which are showed unto you by them which have preached unto you the Gospel by the holy Ghost sent down from heaven, the which things the Angels desire to behold. 1 Peter 1:12

Week 11

Wherefore gird up the loins of your mind: be sober, and trust perfectly on that grace that is brought unto you, in the revelation of Jesus Christ, 1 Peter 1:13

Week 12

As obedient children, not fashioned yourselves unto the former lusts of your ignorance: But as he which hath called you, is holy, so be ye holy in all manner of conversation, Because it is written, Be ye holy, for I am holy. 1 Pet. 1:14-16

Week 13

And if ye call him Father, which without respect of person judgeth according to every man's work, pass the time of your dwelling here in fear. 1 Peter 1:17

Week 14

Knowing that ye were not redeemed with corruptible things, as silver and gold, from your vain conversation, received by the traditions of the fathers, But with the precious blood of Christ, as of a Lamb undefiled, and without spot. 1 Peter 1:18-19

Week 15

Which was ordained before the foundation of the world, but was declared in the last times for your sakes, 1 Peter 1:20

Week 16

Which by his means do believe in God that raised him from the dead, and gave him glory, that your faith and hope might be in God. 1 Peter 1:21

Week 17

Having purified your souls in obeying the truth through the Spirit, to love brotherly without feigning, love one another with a pure heart fervently: 1 Peter 1:22

Week 18

Being born anew, not of mortal seed, but of immortal, by the word of God, who liveth and endureth forever. 1 Peter 1:23

Week 19

For all flesh is as grass, and all the glory of man is as the flower of grass. The grass withereth, and the flower falleth away. But the word of the Lord endureth forever: and this is the word which is preached among you. 1 Peter 1:24-25

Week 20

Wherefore, laying aside all maliciousness, and all guile, and dissimulation, and envy, and all evil speaking, 1 Peter 2:1

Week 21

As newborn babes desire that sincere milk of the word, that ye may grow thereby, Because ye have tasted that the Lord is bountiful. 1 Peter 2:2-3

Week 22

To whom coming as unto a living stone, disallowed of men, but chosen of God and precious, Ye also as lively stones, be made a spiritual house, an holy Priesthood to offer up spiritual sacrifices acceptable to God by Jesus Christ. 1 Peter 2:4-5

Week 23

Wherefore also it is contained in the Scripture, Behold, I put in Zion a chief cornerstone, elect and precious, and he that believeth therein, shall not be ashamed. 1 Peter 2:6

Week 24

Unto you therefore which believe, it is precious: but unto them which be disobedient, the stone which the builders disallowed, the same is made the head of the corner, 1 Peter 2:7

Week 25

And a stone to stumble at, and a rock of offence, even to them which stumble at the word, being disobedient, unto the which thing they were even ordained. 1 Peter 2:8

Week 26

But ye are a chosen generation, a royal Priesthood, an holy nation, a people set at liberty, that ye should show forth the virtues of him that hath called you out of darkness into his marvelous light, 1 Peter 2:9

Week 27

Which in time past were not a people, yet are now the people of God: which in time past were not under mercy, but now have obtained mercy. 1 Peter 2:10

Week 28

Dearly beloved, I beseech you, as strangers and pilgrims, abstain from fleshly lusts which fight against the soul, 1 Peter 2:11

Week 29

And have your conversation honest among the Gentiles, that they which speak evil of you as of evil doers, may by your good works which they shall see, glorify God in the day of visitation. 1 Peter 2:12

Week 30

Therefore submit yourselves unto all manner ordinance of man for the Lord's sake, whether it be unto the King, as unto the superior, 1 Peter 2:13

WEEKS 1-30

JOURNAL & LETTERS

Weekly Assignment: Each week, the student should make at least one entry in his journal (in addition to his Bible summaries). He may be encouraged to write about his past week, or anything of interest to him. Likewise, he should also write at least one letter to a family member, friend, or penpal. In 1st Year, your little scholar should have plenty of freedom in this subject, and the expectations, as far as content goes, need not be high. Mother should, however, proofread the child's work (see pages 69-74), checking for:

- Spelling
- Punctuation
- Penmanship
- Accurate grammar
- Intelligible meaning

Misspelled words should be added to the student's spelling list.

WEEKS 1-30

COPYWORK

Daily Assignment: Every day, the student should copy one lesson, working through the *Grammar of Grace* Copybook. If desired, each lesson may be copied twice. Mother should review the child's work (see pages 69-74), checking for:

- *Excellent* penmanship
- Accurate copying
- Spelling
- Punctuation

WEEKS 1-30

NATURAL PHILOSOPHY (SCIENCE)

Daily Assignment: The student should read a science article or a bit from a book, watch a creation science video, learn a bit of science from his parents, etc. Natural Philosophy was not a topic of serious academic study in American classical style grammar schools, but students would take interest in the wonders and mechanics of God's creation, and have ample opportunities to study nature in an informal, natural way. This subject is included in the *Later Knowledge Guides* just to make sure it doesn't get overlooked. In our homeschool, we encourage the student to spend about 10 minutes reading an article of his choice to fulfill this assignment. An *Answers Magazine* subscription answers this purpose nicely.

ORAL INTERPRETATION

Daily Assignment: Each 6-week term, the student will select a poem, Bible passage, or other literary excerpt to perform for an audience (even if it's only his family). He should practice this piece every day. It may be memorized or read, but if it is read, the student should know it so well that he can make good eye contact with the audience while performing. On Day 1, mother or father should work with the child, teaching a specific public speaking skill or playing a video of a good example. The other days of the week, as he practices his piece, the little orator should incorporate that teaching into his practice. Emphasize these things:

- Learning the piece (memorizing or learning it *well*)
- Clear enunciation
- Dramatic interpretation
- Keeping feet still (apart from dramatic gestures)
- Eye contact with audience
- Using hands only for dramatic gestures, not fidgeting
- Good posture

HISTORY NOTEBOOK

Daily Assignment: During 1st Year, the student will begin his History Notebook; he will add to it, year after year; it should become a valuable reference for him. The grammar school History Notebook is used for the student's:

1. Timeline: Each time the student learns about something that occurred in history, he should take a sheet of paper, mark the date clearly at the top, and note the event. In the Timeline section of his History Notebook, he should file that page away, in order. He should remember to include noteworthy events he learns about during:
 - History reading
 - Literature & Biography
 - Memory work
 - Read Aloud with Mother
 - Bible Reading
 - Etc.
2. History Summaries (see History Readings)
3. Maps¹
4. Worldview Assignments

Note: Vocabulary Words from History studies are added to the student's vocabulary list, which is in his English Notebook. It's a bit tedious to use 2 notebooks for History work, but it helps the child understand that (unlike what many of us learned in school) History, English, Science, Math, and every other subject do not have separate vocabularies—they are all the vocabulary of our English language, and all integrated together into a wide and many-faceted spectrum we call Knowledge.

GEOGRAPHY

Daily Assignment: Include Geography in your little scholar's studies, as it naturally arises. Treat this subject in a similar manner to how you treat Vocabulary (see page 73)—every time a place is mentioned in the student's schoolwork, look it up on a globe or other map and show it to your student. It may seem like this is very little "schoolwork" for Geography, but the children learn *so much* in this easy, organic way!

¹ As described in *Grammar of Grace*, p. 27.

Daily Assignment: Student should sing the assigned hymn once daily, working to memorize it.

If he does not know the tune, mother should sing it with him, play a recording, etc.

Weeks 1-6:

WHAT A FRIEND WE HAVE IN JESUS

Joseph Medlicott Scriven (1819-1886)
Music by Charles C. Converse
(1834-1918)

What a friend we have in Jesus,
All our sins and griefs to bear!
What a privilege to carry
Ev'rything to God in prayer!
O what peace we often forfeit,
O what needless pain we bear,
All because we do not carry
Ev'rything to God in prayer!

Have we trials and temptations?
Is there trouble anywhere?
We should never be discouraged;
Take it to the Lord in prayer!
Can we find a friend so faithful
Who will all our sorrows share?
Jesus knows our ev'ry weakness;
Take it to the Lord in prayer!

Are we weak and heavy laden,
Cumbered with a load of care?
Precious Savior, still our Refuge—
Take it to the Lord in prayer!
Do your friends despise, forsake thee?
Take it to the Lord in prayer!
In his arms he'll take and shield thee;
Thou wilt find a solace there.

Weeks 7-12:

O COME, O COME, EMMANUEL

12th century Latin antiphon
Translated and versified by J. M. Neale
(1818-1866)

O come, O come, Emmanuel,
And ransom captive Israel
That mourns in lonely exile here
Until the Son of God appear.

Refrain:
Rejoice! Rejoice! Emmanuel
Shall come to thee, O Israel.

O come, O come, thou Lord of might,
Who to thy tribes on Sinai's height
In ancient times didst give the law
In cloud and majesty and awe.
(Refrain)

O come, thou Rod of Jesse, free
Thine own from Satan's tyranny;
From depths of hell thy people save,
And give them vict'ry o'er the grave.
(Refrain)

O come, thou Dayspring from on high
And cheer us by thy drawing nigh;
Disperse the gloomy clouds of night,
And death's dark shadows put to flight.
(Refrain)

O come, thou Key of David, come
And open wide our heav'nly home.
Make safe the way that leads on high,
And close the path to misery.
(Refrain)

Weeks 13-18:

O FOR A THOUSAND TONGUES TO SING

Charles Wesley (1707-1788)
Music by Carl G. Gläser (1784-1829)
Adapted by Lowell Mason (1792-1872)

O for a thousand tongues to sing
My great Redeemer's praise,
The glories of my God and King,
The triumphs of his grace.

My gracious Master and my God,
Assist me to proclaim,
To spread through all the earth abroad
The honors of thy Name.

Jesus, the name that charms our fears,
That bids our sorrows cease;
'Tis music in the sinner's ears,
'Tis life, and health, and peace.

He breaks the pow'r of canceled sin,
He sets the pris'ner free;
His blood can make the foulest clean;
His blood availed for me.

He speaks, and list'ning to his voice,
New life the dead receive;
The mournful, broken hearts rejoice,
The humble poor believe.

Weeks 19–24:

GLORIA PATRI

2nd century hymn

Glory be to the Father,
and to the Son, and to the Holy Ghost;
As it was in the beginning,
is now, and ever shall be,
world without end. Amen, amen.

WHEN I SURVEY THE WONDROUS CROSS

Isaac Watts (1674–1748)

Music arr. from Gregorian chant by Lowell Mason
(1792–1872)

When I survey the wondrous cross
On which the Prince of glory died,
My richest gain I count but loss,
And pour contempt on all my pride.

Forbid it, Lord, that I should boast,
Save in the death of Christ, my God:
All the vain things that charm me most,
I sacrifice them to his blood.

See, from his head, his hands, his feet,
Sorrow and love flow mingled down:
Did e'er such love and sorrow meet,
Or thorns compose so rich a crown?

Were the whole realm of nature mine,
That were a present far too small;
Love so amazing, so divine,
Demands my soul, my life, my all.

Weeks 25–30:

JESUS! WHAT A FRIEND FOR SINNERS!

J. Wilbur Chapman (1859–1918)

Music by R. H. Prichard (1811–1887)

Jesus! what a friend for sinners!
Jesus! Lover of my soul;
Friends may fail me, foes assail me,
He, my Saviour, makes me whole.

Refrain:

Hallelujah! what a Saviour!
Hallelujah! what a Friend!
Saving, helping, keeping, loving,
He is with me to the end.

Jesus! what a strength in weakness!
Let me hide myself in Him;
Tempted, tried, and sometimes failing,
He, my strength, my vict'ry wins.
(Refrain)

Jesus! what a help in sorrow!
While the billows o'er me roll,
Even when my heart is breaking,
He, my comfort, helps my soul.
(Refrain)

Jesus! what a guide and keeper!
While the tempest still is high,
Storms about me, night o'ertakes me,
He, my pilot, hears my cry.
(Refrain)

Jesus! I do now receive Him,
More than all in Him I find,
He hath granted me forgiveness,
I am His, and He is mine.
(Refrain)

LITERATURE & BIOGRAPHY READING

Daily Assignment: The student should read the assigned text, making sure he understands what he is reading. He should use the dictionary to look up words he does not know, and add those words & definitions to his vocabulary list. He should also look up locations on a map or globe. He should be encouraged to read aloud, as that greatly improves comprehension.

Afterward, he will write a brief summary about the text.

Mother should check the summary for spelling, punctuation, grammar, comprehension, and penmanship (see pages 69–74). 1st Year students are being taught the fundamentals of the English language; parents should not overly concern themselves with whether the summary truly summarizes the text, or simply relates some details—that will develop naturally.

	DAY 1/ SCHOOL DAY	DAY 2	DAY 3	DAY 4	DAY 5
Week 1	Introduce Subject	Walton, <i>Christie's Old...</i> c. 1	Walton, <i>Christie's Old...</i> c. 2	Walton, <i>Christie's Old...</i> c. 3	Walton: <i>Christie's Old...</i> c. 4
Week 2	Read & discuss last week's summaries	Walton, <i>Christie's Old...</i> c. 5	Walton, <i>Christie's Old...</i> c. 6	Walton, <i>Christie's Old...</i> c. 7	Walton, <i>Christie's Old...</i> c. 8
Week 3	Read & discuss last week's summaries	Walton, <i>Christie's Old...</i> c. 9	Walton, <i>Christie's Old...</i> c. 10	Walton, <i>Christie's Old...</i> c. 11	Walton, <i>Christie's Old...</i> c. 12
Week 4	Read & discuss last week's summaries	Walton, <i>Christie's Old...</i> c. 13–14	Carrol, <i>Hedge of Thorns</i> c. 1	Carrol, <i>Hedge of Thorns</i> c. 2	Carrol, <i>Hedge of Thorns</i> c. 3
Week 5	Read & discuss last week's summaries	Carrol, <i>Hedge of Thorns</i> c. 4	Carrol, <i>Hedge of Thorns</i> c. 5	Carrol, <i>Hedge of Thorns</i> c. 6	Carrol, <i>Hedge of Thorns</i> c. 7
Week 6	Read & discuss last week's summaries	Carrol, <i>Hedge of Thorns</i> c. 8	Carrol, <i>Hedge of Thorns</i> c. 9	Carrol, <i>Hedge of Thorns</i> c. 10, remarks	ASSU: <i>Life of John Knox</i> Introduction
Week 7	Read & discuss last week's summaries	ASSU: <i>Life of John Knox</i> c. 1	ASSU: <i>Life of John Knox</i> c. 2	ASSU: <i>Life of John Knox</i> c. 3	ASSU: <i>Life of John Knox</i> c. 4
Week 8	Read & discuss last week's summaries	ASSU: <i>Life of John Knox</i> c. 5	ASSU: <i>Life of John Knox</i> c. 6	ASSU: <i>Life of John Knox</i> c. 7	ASSU: <i>Life of John Knox</i> c. 8
Week 9	Read & discuss last week's summaries	ASSU: <i>Life of John Knox</i> c. 9	ASSU: <i>Life of John Knox</i> c. 10	ASSU: <i>Life of John Knox</i> c. 11	ASSU: <i>Life of John Knox</i> c. 12
Week 10	Read & discuss last week's summaries	ASSU: <i>Life of John Knox</i> c. 13	O'Brien, <i>Basil, Or Honesty...</i> c. 1	O'Brien, <i>Basil, Or Honesty...</i> c. 2	O'Brien, <i>Basil, Or Honesty...</i> c. 3
Week 11	Read & discuss last week's summaries	O'Brien, <i>Basil, Or Honesty...</i> c. 4	O'Brien, <i>Basil, Or Honesty...</i> c. 5	O'Brien, <i>Basil, Or Honesty...</i> c. 6	O'Brien, <i>Basil, Or Honesty...</i> c. 7
Week 12	Read & discuss last week's summaries	Kyles, <i>Two Ends of a Rope</i> c. 1	Kyles, <i>Two Ends of a Rope</i> c. 2	Kyles, <i>Two Ends of a Rope</i> c. 3	Kyles, <i>Two Ends of a Rope</i> c. 4
Week 13	Read & discuss last week's summaries	Kyles, <i>Two Ends of a Rope</i> c. 5	Kyles, <i>Two Ends of a Rope</i> c. 6	Kyles, <i>Two Ends of a Rope</i> c. 7	Kyles, <i>Two Ends of a Rope</i> c. 8

LITERATURE & BIOGRAPHY READING

	DAY 1/ SCHOOL DAY	DAY 2	DAY 3	DAY 4	DAY 5
Week 14	Read & discuss last week's summaries	Kyles, <i>Two Ends of a Rope</i> c. 9	Kyles, <i>Two Ends of a Rope</i> c. 10	Kyles, <i>Two Ends of a Rope</i> c. 11	Kyles, <i>Two Ends of a Rope</i> c. 12
Week 15	Read & discuss last week's summaries	Kyles, <i>Two Ends of a Rope</i> c. 13	Kyles, <i>Two Ends of a Rope</i> c. 14	Kipling, <i>The Jungle Book</i> Mowgli's Brothers (1 st half)	Kipling, <i>The Jungle Book</i> Mowgli's Brothers (2 nd half) <i>Hunting-Song ... Seeonee ...</i>
Week 16	Read & discuss last week's summaries	Kipling, <i>The Jungle Book</i> Kaa's Hunting (1 st half)	Kipling, <i>The Jungle Book</i> Kaa's Hunting (2 nd half) <i>Road-Song of... Bandar-Log</i>	Kipling, <i>The Jungle Book</i> How Fear Came (1 st half)	Kipling, <i>The Jungle Book</i> How Fear Came (2 nd half) <i>The Law of the Jungle</i>
Week 17	Read & discuss last week's summaries	Kipling, <i>The Jungle Book</i> "Tiger! Tiger!" (1 st half)	Kipling, <i>The Jungle Book</i> "Tiger! Tiger!" (2 nd half) <i>Mowgli's Song</i>	Kipling, <i>The Jungle Book</i> The King's Ankus (1 st half)	Kipling, <i>The Jungle Book</i> The King's Ankus (2 nd half) <i>The Song ... Little Hunter</i>
Week 18	Read & discuss last week's summaries	Kipling, <i>The Jungle Book</i> Letting in the Jungle (1 st third)	Kipling, <i>The Jungle Book</i> Letting in the Jungle (2 nd third)	Kipling, <i>The Jungle Book</i> Letting in the ... (3 rd third) <i>Mowgli's ... Against People</i>	Kipling, <i>The Jungle Book</i> Red Dog (1 st third)
Week 19	Read & discuss last week's summaries	Kipling, <i>The Jungle Book</i> Red Dog (2 nd third)	Kipling, <i>The Jungle Book</i> Red Dog (3 rd third) <i>Chil's Song</i>	Kipling, <i>The Jungle Book</i> The Spring Running (1 st half)	Kipling, <i>The Jungle Book</i> The Spring Running (2 nd half), <i>The Outsong</i>
Week 20	Read & discuss last week's summaries	<i>Clean Your Boots, Sir?</i> c. 1	<i>Clean Your Boots, Sir?</i> c. 2	<i>Clean Your Boots, Sir?</i> c. 3	<i>Clean Your Boots, Sir?</i> c. 4
Week 21	Read & discuss last week's summaries	<i>Clean Your Boots, Sir?</i> c. 5	<i>Clean Your Boots, Sir?</i> c. 6	<i>Clean Your Boots, Sir?</i> c. 7	<i>Clean Your Boots, Sir?</i> c. 8
Week 22	Read & discuss last week's summaries	<i>Clean Your Boots, Sir?</i> c. 9	ASSU: <i>Life of John Newton</i> c. 1 (1 st half)	ASSU: <i>Life of John Newton</i> c. 1 (2 nd half)	ASSU: <i>Life of John Newton</i> c. 2
Week 23	Read & discuss last week's summaries	ASSU: <i>Life of John Newton</i> c. 3 (1 st half)	ASSU: <i>Life of John Newton</i> c. 3 (2 nd half)	ASSU: <i>Life of John Newton</i> c. 4 (1 st half)	ASSU: <i>Life of John Newton</i> c. 4 (2 nd half)
Week 24	Read & discuss last week's summaries	ASSU: <i>Life of John Newton</i> c. 5	ASSU: <i>Life of John Newton</i> c. 6 (1 st half)	ASSU: <i>Life of John Newton</i> c. 6 (2 nd half)	ASSU: <i>Life of John Newton</i> c. 7 (1 st third)
Week 25	Read & discuss last week's summaries	ASSU: <i>Life of John Newton</i> c. 7 (2 nd third)	ASSU: <i>Life of John Newton</i> c. 7 (3 rd third)	ASSU: <i>Life of John Newton</i> Review of Mr. Newton's Character (1 st half)	ASSU: <i>Life of John Newton</i> Review of Mr. Newton's Character (2 nd half)
Week 26	Read & discuss last week's summaries	Von Schmid, <i>Fire in the Sky</i> c. 1	Von Schmid, <i>Fire in the Sky</i> c. 2	Von Schmid, <i>Fire in the Sky</i> c. 3	Von Schmid, <i>Fire in the Sky</i> c. 4
Week 27	Read & discuss last week's summaries	Von Schmid, <i>Fire in the Sky</i> c. 5	Von Schmid, <i>Fire in the Sky</i> c. 6	Von Schmid, <i>Fire in the Sky</i> c. 7	Von Schmid, <i>Fire in the Sky</i> c. 8
Week 28	Read & discuss last week's summaries	Von Schmid, <i>Fire in the Sky</i> c. 9	Von Schmid, <i>Fire in the Sky</i> c. 10	Von Schmid, <i>Fire in the Sky</i> c. 11	Von Schmid, <i>Fire in the Sky</i> c. 12
Week 29	Read & discuss last week's summaries	Von Schmid, <i>Fire in the Sky</i> c. 13	Von Schmid, <i>Fire in the Sky</i> c. 14	Von Schmid, <i>Fire in the Sky</i> c. 15	Lewis, <i>The Lion, The Witch, & The Wardrobe</i> c. 1–3
Week 30	Read & discuss last week's summaries	Lewis, <i>The Lion, The Witch, & The Wardrobe</i> c. 4–6	Lewis, <i>The Lion, The Witch, & The Wardrobe</i> c. 7–9	Lewis, <i>The Lion, The Witch, & The Wardrobe</i> c. 10–13	Lewis, <i>The Lion, The Witch, & The Wardrobe</i> c. 14–17

HISTORY READING

Daily Assignment: The student should read the assigned text, making sure he understands what he is reading. He should use the dictionary to look up words he does not know, and add those words & definitions to his vocabulary list. He should also look up locations on a map or globe. He should be encouraged to read aloud, as that greatly improves comprehension.

Afterward, he will write a brief summary about the text.

Mother should check the summary for spelling, punctuation, grammar, comprehension, and penmanship (see pages 69–74). 1st Year students are being taught the fundamentals of the English language; parents should not overly concern themselves with whether the summary truly summarizes the text, or simply relates some details—that will develop naturally.

	DAY 1/ SCHOOL DAY	DAY 2	DAY 3	DAY 4	DAY 5
Week 1	Introduce Subject	Genesis c. 1–3	Ussher, <i>Annals of the World</i> ¶ 1–11	Genesis c. 4–6	Ussher, <i>Annals of the World</i> ¶ 12–33
Week 2	Read & discuss last week's summaries	Genesis c. 7–9	Ussher, <i>Annals of the World</i> ¶ 34–42	Genesis c. 10–11	Ussher, <i>Annals of the World</i> ¶ 43–71 (skip ed. note in ¶ 44)
Week 3	Read & discuss last week's summaries	Beechick, <i>Adam & His Kin</i> Preface	Beechick, <i>Adam & His Kin</i> c. 1	Beechick, <i>Adam & His Kin</i> c. 2	Beechick, <i>Adam & His Kin</i> c. 3
Week 4	Read & discuss last week's summaries	Beechick, <i>Adam & His Kin</i> c. 4	Beechick, <i>Adam & His Kin</i> c. 5	Beechick, <i>Adam & His Kin</i> c. 6	Beechick, <i>Adam & His Kin</i> c. 7
Week 5	Read & discuss last week's summaries	Beechick, <i>Adam & His Kin</i> c. 8	Beechick, <i>Adam & His Kin</i> c. 9	Beechick, <i>Adam & His Kin</i> c. 10	Beechick, <i>Adam & His Kin</i> c. 11
Week 6	Read & discuss last week's summaries	Beechick, <i>Adam & His Kin</i> c. 12	Beechick, <i>Adam & His Kin</i> c. 13	Beechick, <i>Adam & His Kin</i> c. 14	Beechick, <i>Adam & His Kin</i> c. 15
Week 7	Read & discuss last week's summaries	Beechick, <i>Adam & His Kin</i> c. 16	Beechick, <i>Adam & His Kin</i> c. 17	Beechick, <i>Adam & His Kin</i> c. 18	Beechick, <i>Adam & His Kin</i> c. 19
Week 8	Read & discuss last week's summaries	Guerber, <i>The Story of the Greeks</i> c. 1	Guerber, <i>The Story of the Greeks</i> c. 2	Guerber, <i>The Story of the Greeks</i> c. 3	Guerber, <i>The Story of the Greeks</i> c. 4
Week 9	Read & discuss last week's summaries	Guerber, <i>The Story of the Greeks</i> c. 5	Guerber, <i>The Story of the Greeks</i> c. 6	Guerber, <i>The Story of the Greeks</i> c. 7	Guerber, <i>The Story of the Greeks</i> c. 8
Week 10	Read & discuss last week's summaries	Guerber, <i>The Story of the Greeks</i> c. 9	Guerber, <i>The Story of the Greeks</i> c. 10	Guerber, <i>The Story of the Greeks</i> c. 11	Guerber, <i>The Story of the Greeks</i> c. 12
Week 11	Read & discuss last week's summaries	Guerber, <i>The Story of the Greeks</i> c. 13	Guerber, <i>The Story of the Greeks</i> c. 14	Guerber, <i>The Story of the Greeks</i> c. 15	Guerber, <i>The Story of the Greeks</i> c. 16
Week 12	Read & discuss last week's summaries	Guerber, <i>The Story of the Greeks</i> c. 17	Guerber, <i>The Story of the Greeks</i> c. 18	Guerber, <i>The Story of the Greeks</i> c. 19	Guerber, <i>The Story of the Greeks</i> c. 20
Week 13	Read & discuss last week's summaries	Guerber, <i>The Story of the Greeks</i> c. 21	Guerber, <i>The Story of the Greeks</i> c. 22	Guerber, <i>The Story of the Greeks</i> c. 23	Guerber, <i>The Story of the Greeks</i> c. 24

HISTORY READING

	DAY 1/ SCHOOL DAY	DAY 2	DAY 3	DAY 4	DAY 5
Week 14	Read & discuss last week's summaries	Guerber, <i>The Story of the Greeks</i> c. 25	Guerber, <i>The Story of the Greeks</i> c. 26	Guerber, <i>The Story of the Greeks</i> c. 27	Guerber, <i>The Story of the Greeks</i> c. 28
Week 15	Read & discuss last week's summaries	Guerber, <i>The Story of the Greeks</i> c. 29	Guerber, <i>The Story of the Greeks</i> c. 30	Guerber, <i>The Story of the Greeks</i> c. 31	Guerber, <i>The Story of the Greeks</i> c. 32
Week 16	Read & discuss last week's summaries	Guerber, <i>The Story of the Greeks</i> c. 33	Guerber, <i>The Story of the Greeks</i> c. 34	Guerber, <i>The Story of the Greeks</i> c. 35	Guerber, <i>The Story of the Greeks</i> c. 36
Week 17	Read & discuss last week's summaries	Guerber, <i>The Story of the Greeks</i> c. 37	Guerber, <i>The Story of the Greeks</i> c. 38	Guerber, <i>The Story of the Greeks</i> c. 39	Guerber, <i>The Story of the Greeks</i> c. 40
Week 18	Read & discuss last week's summaries	Guerber, <i>The Story of the Greeks</i> c. 41	Guerber, <i>The Story of the Greeks</i> c. 42	Guerber, <i>The Story of the Greeks</i> c. 43	Guerber, <i>The Story of the Greeks</i> c. 44
Week 19	Read & discuss last week's summaries	Guerber, <i>The Story of the Greeks</i> c. 45	Guerber, <i>The Story of the Greeks</i> c. 46	Guerber, <i>The Story of the Greeks</i> c. 47	Guerber, <i>The Story of the Greeks</i> c. 48
Week 20	Read & discuss last week's summaries	Guerber, <i>The Story of the Greeks</i> c. 49	Guerber, <i>The Story of the Greeks</i> c. 50	Guerber, <i>The Story of the Greeks</i> c. 51	Guerber, <i>The Story of the Greeks</i> c. 52
Week 21	Read & discuss last week's summaries	Guerber, <i>The Story of the Greeks</i> c. 53	Guerber, <i>The Story of the Greeks</i> c. 54	Guerber, <i>The Story of the Greeks</i> c. 55	Guerber, <i>The Story of the Greeks</i> c. 56
Week 22	Read & discuss last week's summaries	Guerber, <i>The Story of the Greeks</i> c. 57	Guerber, <i>The Story of the Greeks</i> c. 58	Guerber, <i>The Story of the Greeks</i> c. 59	Guerber, <i>The Story of the Greeks</i> c. 60
Week 23	Read & discuss last week's summaries	Guerber, <i>The Story of the Greeks</i> c. 61	Guerber, <i>The Story of the Greeks</i> c. 62–63	Guerber, <i>The Story of the Greeks</i> c. 64–65	Guerber, <i>The Story of the Greeks</i> c. 66–67
Week 24	Read & discuss last week's summaries	Guerber, <i>The Story of the Greeks</i> c. 68–69	Guerber, <i>The Story of the Greeks</i> c. 70–71	Guerber, <i>The Story of the Greeks</i> c. 72–73	Guerber, <i>The Story of the Greeks</i> c. 74–75
Week 25	Read & discuss last week's summaries	Guerber, <i>The Story of the Greeks</i> c. 76–77	Guerber, <i>The Story of the Greeks</i> c. 78–79	Guerber, <i>The Story of the Greeks</i> c. 80–81	Guerber, <i>The Story of the Greeks</i> c. 82–83
Week 26	Read & discuss last week's summaries	Guerber, <i>The Story of the Greeks</i> c. 84–85	Guerber, <i>The Story of the Greeks</i> c. 86–87	Guerber, <i>The Story of the Greeks</i> c. 88–89	Guerber, <i>The Story of the Greeks</i> c. 90–91
Week 27	Read & discuss last week's summaries	Guerber, <i>The Story of the Greeks</i> c. 92–93	Guerber, <i>The Story of the Greeks</i> c. 94–95	Guerber, <i>The Story of the Greeks</i> c. 96–97	Guerber, <i>The Story of the Greeks</i> c. 98–99
Week 28	Read & discuss last week's summaries	Guerber, <i>The Story of the Greeks</i> c. 100–101	Guerber, <i>The Story of the Greeks</i> c. 102–103	Guerber, <i>The Story of the Greeks</i> c. 104–105	Guerber, <i>The Story of the Greeks</i> c. 106–107
Week 29	Read & discuss last week's summaries	Guerber, <i>The Story of the Greeks</i> c. 108–109	Guerber, <i>The Story of the Greeks</i> c. 110–111	Guerber, <i>The Story of the Greeks</i> c. 112–113	Guerber, <i>The Story of the Greeks</i> c. 114–115
Week 30	Read & discuss last week's summaries	Guerber, <i>The Story of the Greeks</i> c. 116–117	Guerber, <i>The Story of the Greeks</i> c. 118–119	Guerber, <i>The Story of the Greeks</i> c. 120–121	Guerber, <i>The Story of the Greeks</i> c. 122–123

WORLDVIEW & EARLY UNDERSTANDING

Assignment: On school day each week, mother or father should read the assigned pages with their child from *What Does The Bible Say About That?* The student should use his Bible and be encouraged to look up and read aloud the scripture references. Discuss the topics together, and answer the questions at the end of each reading orally, encouraging conversation. Finally, on weeks when there are vocabulary or other exercises, help your promising theologian to complete them, as well.

	DAY 1/ SCHOOL DAY
Week 1	Read: p. 8-13 Questions: 1-10
Week 2	Read: p. 14-19 Questions: 11-19 Vocabulary & Word Search
Week 3	Read: p. 25-30 Questions: 1-9
Week 4	Read: p. 30-35 Questions: 10-13
Week 5	Read: p. 36-41 Questions: 14-18 Vocabulary & Crossword Puzzle
Week 6	Read: p. 47-51 Questions: 1-5 Stone Tablets Exercise (p. 62-63)
Week 7	Read: p. 52-55 Questions: 6-14
Week 8	Read: p. 55-58 Questions: 15-19 Vocabulary
Week 9	Read: p. 65-72 Questions: 1-8
Week 10	Read: p. 72-74 Questions: 9-15
Week 11	Read: p. 79 Questions: The Train Game Vocabulary
Week 12	Read: p. 80-83 Questions: 1-5
Week 13	Read: p. 84-86 Questions: 6-10
Week 14	Read: p. 87-92 Questions: 11-12 Vocabulary & The Umbrella Game
Week 15	Read: p. 93-96 Questions: 1-4

	DAY 1/ SCHOOL DAY
Week 16	Read: p. 96-99 Questions: 5-8
Week 17	Read: p. 100-102 Questions: 9-13 Vocabulary & What are Mothers...?
Week 18	Read: p. 107-110 Questions: 1-5
Week 19	Read: p. 110-112 Questions: 6-11
Week 20	Read: p. 113 Questions: What Is a Church...? Vocabulary
Week 21	Read: p. 118-122 Questions: 1-5
Week 22	Read: p. 122-124 Questions: 6-8
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HOW TO CHECK YOUR CHILD'S WORK

Remember how giving your children a Noah Webster-style Christian classical education would “take a revolution in modern parents’ thinking”?

One of the key elements of the old American classical education is that it was individualized to every student. Even in the one-room schoolhouses, the teacher worked through the *Blue Back* with each student individually, at his own pace, and gave each one his own assignments, kind of like piano lessons. In the *Later Knowledge Guide*, for the sake of us modern mothers, everything is planned out into daily and weekly assignments; but for these last subjects, there is no pre-planned curriculum or answer key. You will tailor the instruction to each child individually.

Here’s how you do it.

FIRST

The ultimate measuring stick you need to use is *your judgment as this child’s parent*. Not what your friends are doing, not what I’ve written about my children and friends, not what you read about 19th century education or what the schoolmarm acted liked in a movie you saw, or anything else. Those ideas can be helpful. But the primary judgment call you need to make on a daily basis is based on your knowledge about your own child, and no other factor even comes close behind that.

MOTHER, THE GRAMMAR SCHOOL TUTOR

Check. After he completes each assignment, your child should bring you his work, so you can check it. You will review his work, point out errors, and send him back to correct them. He should not check off the assignment in his *Later Knowledge Guide* until you have checked it and tell him that, yes, it is truly completed.

Pencil. Have your child do his work in pencil.

One at a time. As far as is possible, he should bring you each assignment as soon as it is done. It is better if he is shown his mistakes and corrects them while the task is still fresh in his mind. (And it can cause the schoolwork to bog down if he brings you several assignments to check at once.)

Judgment call. Keeping in mind that the measuring stick is your judgment about your particular child, evaluate your child’s work and lead him to do better. The daily work should be challenging for him, but not so difficult that he cannot attain to it. For example, if my child presents a summary to me with poor handwriting, sentences that don’t make sense, some incorrect punctuation and capitalization, and ten misspelled words; I would probably point out all the misspelled words, get the worst of the sentences straightened out, and let the other things slide, for the time. As the child improves, the time will quickly come when those errors will be corrected.

No red ink. If there aren’t too many mistakes, I simply point them out verbally and send the pupil back to correct them all. If there are more than 3 or 4, I’ll use a pencil to mark the mistakes, and he can erase my marks when he fixes the error.

HOW TO CHECK YOUR CHILD'S WORK

Questions, not answers. As discussed before, don't just give your child the answers. You're teaching him to think. Ask questions that will help him figure out the answers for himself. For example, if he wrote, "Benjamin tell Mr. Sadler abowt god," I might say, "Here's what you wrote: *Benjamin tell Mr. Sadler abowt god*; does that sound right? (No, ma'am!, *giggling*.) What do you need to change?" So my child can usually verbally correct the grammatical error and tell me aloud that "Benjamin *told* Mr. Sadler abowt god"; so I tell him that's right, and he should go back and make that change. Next, I'll tell him, "Now, you misspelled *about*; you were totally right that one way we spell the "ow" sound is O-W; but in the word *about* we use the *other* spelling for "ow"; do you remember what the other spelling for "ow" is? No? Look it up in your phonics book. Okay, and when we write people's names, do you remember what we do for people's names? (Child would usually give correct answer there.) That's right, we capitalize the first letter! So, what do you see wrong with God's name there?"

KEEP IN MIND

Keep in mind that your child *wants* to learn. You don't have to beat him down with big red marks like they do in modern schools. You're teaching him how to do these things well, one little bit at a time.

But I didn't forget that your child has a sin nature. (Mine remind me of it often enough!) He wants to learn, but the desperately wicked heart¹ within him will give him ideas about cutting corners, slacking off, and even cheating! Yes, you must also address those temptations and teach him to do right.

LAST (BUT REALLY FIRST)

Pray and ask the Lord to give you wisdom. He is so faithful; He knows more about education than you and I do; and He loves your child even more than you do. Ask Him to direct your thoughts, and keep reading His Word every day, even if only for a minute or two.

Here are the details for the different subjects...

¹ Jeremiah 17:9

HOW TO CHECK YOUR CHILD'S WORK

SPELLING

As you read his work each day, if a word is misspelled, point it out to him. If you aren't sure if the word is spelled correctly or not, look it up.

If the word is misspelled, do not tell your child the correct spelling. This was a key element in education, until recently. Yes, you *can* tell him the correct spelling—but if you tell him, one day when you're not around, the only words he'll know how to spell are the ones you taught him. More important than learning the correct spelling of words is learning *How To* spell correctly, and that means Dictionary Skills. When he doesn't know how to spell a word, tell him to look it up in the dictionary. (See Dictionary Skills, below.)

After he has learned the correct spelling for a word, he should add it to his Spelling List, which should be kept in his English notebook. He can use this list for quick-reference, going forward. Looking these words up and adding them to his list also makes him think about them more, helping him learn them organically.

He is also learning spelling through his Reading and Dictation assignments.

There is no need for spelling tests, because (1) you are teaching him *How To* spell, and (2) he wants to spell correctly, so he'll be trying to remember the right way; he'll get there.

PUNCTUATION & GRAMMAR

As you read his work, if there is incorrect punctuation or grammar, point it out to your student. If you are not sure about the rules of punctuation and grammar, don't worry! In *Our Mother Tongue* and the *Blue Back Speller*, all of the rules of Grammar and Punctuation will be taught. Just teach your child what you do know, and if you have to make any corrections later as you learn, just tell your child as you're learning together. I've done that many times, with my first few children! *We learn together.*

When he's first learning to write, you may start with simply teaching him what is correct. For example, if my child wrote, "the dog was brown and black and white", I would teach him that sentences always begin with a capital letter and end with a period, and that when we write a series, we use commas between each word and *and* only before the last word: "The dog was brown, black, and white." But the next day, if he wrote, "the girl went to the well and the store and church", I would ask questions, since I've already taught him what to do. So I'd ask, "Now, do you remember what we always do at the beginning of sentences? And do you remember what we always do at the end of a sentence? And do you remember how we write a series?" If he knows the answer, you want him to think of it for himself, so ask guiding questions. Remember, we are teaching our children to *think*. In modern education, children are taught to be dependent on experts. In Christian classical education, children are taught to *think*.

HOW TO CHECK YOUR CHILD'S WORK

COMPREHENSION

Oh, but this is one of the beauties of the sort of education we're giving our children! Words fail me, to express how far superior this method is to the multiple choice or short-answer comprehension questions we were given when we were students, getting our modern educations.

When children are given "study guides" with short answer or multiple choice questions about comprehension, they are taught that it is only important to pay attention to the things that are on the question pages, when they read. This is so deeply flawed. Instead, we teach our children to read, and then we ask them to summarize what they've read. This teaches them that they must pay attention to all that the author has written. And it teaches them to think about and process what they've read. And it also teaches them to write—at the very level where they are capable of writing—while having in mind excellent examples of writing for them to learn from (the works being summarized). I could write a book about how excellent this method is...! But let's just get down to the nitty-gritty.

Here's how you put this into practice: As you read your child's summaries, take note if something he writes doesn't make sense. If you have time to read the book for yourself, that's best; but if you don't, that's okay, because as you read his summaries, they won't make sense, and you'll be able to tell that something isn't going right. If something doesn't make sense to you, ask your child about it: "What are you trying to say here?" or, "Wait, what was this character doing? What happened?"

Listen to your child's answers; ask more questions, if necessary. If he's writing things poorly, help him understand how to express what he's trying to say in a way that makes sense. But if the story he's telling you doesn't make sense, it's time to turn back to the reading assignment and find out what went wrong.

If it's clear that the child has not understood what he read, this is where your parental judgment (again) comes into play. It may be best for him to read a paragraph or even a few pages again (out loud!). Or it may be best for him to read the whole chapter again (out loud). It may be best for him to read it to you, so you can hear what he's not understanding. It may be that he did not understand a word or a few words, and was too lazy to look them up. In that case, this is a great moment to explain that one *must* look up words one does not understand, because words have meaning; so if he doesn't understand all of the words, he will miss something important! Or it may be that he did not understand some complex sentence structure. In this case, it may be helpful for you to explain how the sentence fits together, and read it with emphasis, until he does understand it. (Sometimes I have to read the sentence aloud more than once, myself!)

This is individualized instruction, teaching your child how to *understand*. There is no substitute for it. Your key question is: *What does that mean?* Ask it again and again. In some difficult cases, for example, in Kipling's poetry in *The Jungle Book* this year, you the parent may have to put your own "thinking cap" on! And there are times when, eventually, you do have to give your student the answer. But be slow to do that, and only do it after your child has genuinely thought through the puzzle and tried to solve it on his own.

A word to the wise: You have heard the idea that the brain is like a muscle? If you don't use it, it becomes weak. And it takes effort to use it! Children will be tempted to be lazy. I find that my child is most likely to have a bad attitude when I am checking his Comprehension, because, by nature, he wants the answers to come easily and doesn't want to have to puzzle through riddles. I try to encourage my child that great writing is often a puzzle, a riddle to solve. I tell him about how his brain is like a muscle and he needs to use it. I pray for ways to encourage him to try hard. But sometimes, if the child persists in taking a bad attitude that is clearly defiant toward the parent, some discipline must be used to correct it, and that is a separate issue. I only mention it here, because, as I said, it seems to happen more often in questions of comprehension than any other subject. This can, on certain days, be a very trying endeavor, but it may be *the single most rewarding one*; when you lovingly demand that the child *think* when he does his work, his mind will become a well-crafted tool for him to use, his entire life.

HOW TO CHECK YOUR CHILD'S WORK

PENMANSHIP

Cursive.

When I read old books where children are learning their lessons, I read that they were required to use ink for their lessons (using an inkwell, not a ballpoint pen!), and they had to produce their work perfectly, with no inkblots, smudges, and with their letters and numbers well-formed. Wow. In our homeschool, I have my children use pencil and eraser, and we correct errors. Perhaps I'm being easy on them, but it seems like enough.

If you have already taught your children to write in cursive, require your children to write as beautifully as they can, without exasperating them, and it will get better day by day, year by year. If you have not taught your children cursive yet, there are simple instructions in the *Grammar of Grace Copybook*.² If you cannot write in cursive yourself, there are plenty of free helps online—even free tools where you can type in whatever you like and it generates your own handwriting worksheets for you.

VOCABULARY

Whenever the student doesn't know what a word means, he should look it up in the dictionary. Many of us parents did not learn that in our modern educations, so (if you don't already) make an effort to do better about that for yourself and model this good habit for your child.

During Dictation, I tell the student what each word means, and if I do not know it, I look it up myself. Same thing for when I am reading a book aloud to the children. But during the child's studies, he should look up words he does not know for himself. Whenever the pupil is reading, it is a good idea for him to get out the dictionary when he gets out his book, and have it ready at hand for looking up words as he is reading.

Then, he should write down the word on his Vocabulary List, along with a brief version of the definition that best fits the context. When you check your child's summaries, also review whatever words he added to his Vocabulary List, and make sure he got the right definitions. The Vocabulary List should be kept in the student's English notebook, and can be used for quick-reference. As with the Spelling List, there is no need to test on it; the process of looking these words up and writing down the definitions is enough. His vocabulary will grow organically.

² *Grammar of Grace*, p. 223.

HOW TO CHECK YOUR CHILD'S WORK

DICTIONARY SKILLS

Whenever the student doesn't know how to spell a word, or doesn't know what a word means, he should look it up in the dictionary. To be clear: It would be easier for you to tell him how to spell a word, or what it means. Don't do it.

Mothers and teachers of yesteryear seemed to bear "Look it up" as a motto, and wisely so; I can't remember how many times during my schoolyears I was told to "Look it up!" The child should look up hundreds, no, thousands of words by the time he is 18. He should find pulling the dictionary off the shelf and using it is as easy and natural as eating buttered bread. That happens by long practice.

At the start, Mother should teach him how to look words up in the dictionary. Teach him what alphabetical order is, and how to sound words out and search for them in the dictionary. When a tricky word comes up, let him do some looking before you give him the answer.

For example, here is how I might teach him to look up *ascertain*, a particularly troublesome word to look up. He would probably start by looking under A-S-E-R..., and not find it, and then come tell me that *ascertain* isn't in the dictionary. So I would point out, "Sound that out; if the word were spelled A-S-E-R..., how would that sound?" So then he'd probably look under A-S-S-E-R..., then A-S-S-I-R..., then A-S-S-U-R..., and yes, that's all wrong, but this is how he learns to use the dictionary. Again, use your judgment about what the right level of challenge is for your child. After a bit of that, I'd probably ask, "Hmm, you can't find it in any of those places; what else could be different? What about that *sss* sound? Is there another way to spell *sss*?" So the child guesses A-C-E, and I again ask, "Yes, C can say *sss*! But sound that out; if you read A-C-E-R..., what would that sound like?" And after all of that figuring and thinking, then I would explain that, to solve this problem, we spell *ascertain* A-S-C-E-R..., because we need the S and the C together to protect the A from being turned into a long A by the E. And then I would still make the child look it up to learn how to spell the rest of the word. Finally, after the student has solved this difficult riddle, I'll point out that the root word of *ascertain* is *certain*, which is also why we spell it the way we do.

As the opportunity arises, teach your child how to read through multiple definitions to discover which meaning for the word is being used in a particular context. For example, if the child were reading in Genesis, "Judah *couched* as a lion," you would want to teach him, first, that he should be looking at the *verb* definitions of couch, not the *noun* definitions; and then help him read through the different *verb* definitions of couch and try them out in context and see which one makes the most sense.

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ENGLISH GRAMMAR HELPS

IMPERATIVE

When a sentence is a command, the subject is really *you*, but we drop the subject (because it is *understood*), and just begin it with the verb.

Examples, from the Advice of Mr. John Rogers to his Children, in the *New England Primer*:

Remember well your father, all.

...is really, "(You) remember well your father, all." (Or, "(You) all remember your father well.")

Keep always God before your eyes.

...is really, "(You) keep always God before your eyes."

Keep clean your vessels in the LORD.

...is really, "(You) keep clean your vessels in the LORD."

Be never proud by any means.

...is really, "(You) be never proud by any means."

Defraud not him that hired is.

...is really, "(You) defraud not him that hired is."

Impart your portion to the poor.

...is really, "(You) impart your portion to the poor."

ALL

ADJECTIVE: *All* is an **adjective** when used in this manner:

- all the things...
- all the men...
- all her blasphemies...

NOUN: *All* is a **noun** when used in the manner of a noun; for example:

- all shall bow before Him...
- all this shall be yours...

So if I said, "All men should fear God," *all* would be an adjective, modifying the noun, *men*.

And if I said, "All should fear God," *all* would be a noun, being the noun itself (implying, or replacing, *men*).

ADVERB: When *all* means "entirely", "completely", or "wholly", then *all*, just like *entirely*, *completely*, or *wholly*, is an **adverb**.

ENGLISH GRAMMAR HELPS

POSSESSIVE NOUNS

A noun is a noun, but if it is *possessive*, then it functions as an adjective.

Examples:

The old *lady's* books were burned.

Lady's is a possessive noun, so it functions as an adjective (not a noun).

I can't find my *mom's* keys.

Mom's is a possessive noun, so it functions as an adjective (not a noun).

Mr. John Rogers, minister of the gospel in London, was the first martyr in *Queen Mary's* reign.

Queen Mary's is a possessive (proper) noun, and functions as an adjective (not a noun).

EXPLANATION

*Of the PAUSES and other CHARACTERS used in WRITING.*¹

A comma, (,) is a pause of one syllable—A semicolon, (;) two—A colon (:) four—A period (.) six—An interrogation point (?) shows when a question is asked; as, *What do you see?* An exclamation point (!) is a mark of wonder or surprise; as, *O the folly of sinners!*—The pause of these two points is the same as a colon or a period, and the sentence should usually be closed with a raised tone of voice.

() A parenthesis includes a part of a sentence, which is not necessary to make sense, and should be read quicker, and in a weaker tone of voice.

[] Brackets or Hooks, include words that serve to explain a foregoing word or sentence.

- A Hyphen joins words or syllables; as, *sea-water*.

' An Apostrophe shows when a letter is omitted; as, *us'd* for *used*.

^ A caret shows when a word or number or words are omitted through mistake; as, *this ^{my} is book*.

" A quotation or double comma, includes a passage that is taken from some other author in his own words.

☞ The index points to some remarkable passage.

¶ The paragraph begins a new subject.

§ The section is used to divide chapters.

*†‡ || An asterisk, and other references, point to a note in the margin or bottom of a page.

OF CAPITAL LETTERS.

Sentences should begin with a capital letter—also every line in poetry. Proper names, which are the names of persons, places, rivers, mountains, lakes, &c. should begin with a capital. Also the name of the Supreme Being.

¹ From Noah Webster's *Blue Back Speller*, pages 150–151.

ENGLISH GRAMMAR HELPS

VERB PARTICIPLES FUNCTIONING AS VERBS OR ADJECTIVES?

The **participle** is a verb doing the work of an adjective.¹ It will always be formed from the present or past participle form. (See the principle parts of the verb, in Lesson 38 of *Our Mother Tongue*.) A participle with a helping verb will be a verb, as in *The dog was growling*. Without the helping verb the participle is an adjective. (Remember: the **present participle** is the *-ing* form of the verb. The **past participle** is the *-d* or *-ed* form of the verb. Some participles are irregular and will not end in *-d* or *-ed*.)

Examples:

- She woke the *sleeping* child and carried him into the house.
- The *bruised* child was comforted by his mother.
- The *burnt* toast made the house smell bad.
- The police returned the *stolen* silver.

Quiz yourself with these examples, from the Advice of Mr. John Rogers to his Children, to help you learn to recognize participles acting like verbs and participles acting like adjectives:

1. He was not in the least *daunted*.
Daunted is a verb. (*Was* is a helping verb to *daunted*.)
2. I, *inclosed* in the dark, did compose this work.
Inclosed is an adjective.
3. Remember you are *put* in trust, and should relieve the poor.
Put is a verb.
4. You are dearly *bought*.
Bought is a verb.
5. But always have before your eyes that you are *born* to die.
Born is a verb.
6. Defraud not him that *hired* is.
Hired is a verb. (*Is* is a helping verb to *hired*.)
7. And send the feeble *fainting* soul, of that which you do eat.
Fainting is an adjective.
8. Be always thankful to the LORD, *begging* of him to bless your work.
Begging is an adjective.
9. Seek first, I say, the *living* GOD.
Living is an adjective.
10. Though here my body be *adjudg'd* in flaming fire to fry, my soul I trust, will straight ascend to live with God on high.
Adjudg'd is a verb.
11. I am *prepar'd* to die.
Prepar'd is a verb.
12. If you go on to serve the LORD, you shall walk safely all your days until your life be *done*.
Done is a verb.

¹ From *Our Mother Tongue*, by Nancy Wilson, Lesson 45, pages 200–202.

ENGLISH GRAMMAR HELPS

A FEW WAYS TO TEST FOR NOUNS AND VERBS

The #1 test for a verb is to see if you can use it in all three tenses:

Past Tense: Yesterday, I _____ed.

Present Tense: Today, I _____.

Future Tense: Tomorrow, I will _____.

Examples:

I see the word *grass*, and I am trying to figure out if it is a verb or not, so I test:

Past Tense: Yesterday, I grassed.

Present Tense: Today, I grass.

Future Tense: Tomorrow, I will grass.

Verdict: Definitely not a verb.

I see the word *perceive*; let's use our test to see if this is a verb?

Past Tense: Yesterday, I perceived.

Present Tense: Today, I perceive.

Future Tense: Tomorrow, I will perceive.

Verdict: Yes, *perceive* is a verb.

The #1 test for a noun is to check and see if can be put in singular and plural forms:

Examples:

I see the word *lion*, and I am trying to figure out if it is a noun or not, so I test:

Singular: one lion

Plural: two lions

Verdict: Yes, it's a noun.

I see the word *ferocious*, and I am trying to figure out if it is a noun or not, so I test:

Singular: one ferocious

Plural: two ferociouses

Verdict: No, *ferocious* is not a noun.

Helpful noun v. adjective test: If a word might be an adjective (like *happy*), or might be a noun, then substitute *happy* and *happiness* into the sentence in its place, and see which one fits. If *happy* fits, then it's an adjective; if *happiness* fits, then it's a noun. (If both fit, then you have to keep thinking!)

N.B. There are no easy tests that always work to discover if a word is a noun or a verb in a sentence. The reason is that most words have more than one function! The word *book*, for example, can be:

a noun: Mother read the *book* to us.

a verb: I *will book* my plane tickets tomorrow.

an adjective: The *booking* agent was very helpful.

For this reason, we must be *thinking* as we do our English grammar. The main question you must continually ask is, "What is this word doing *in this sentence*?"

For words that can sometimes be a noun, and sometimes a verb, try this test: Substitute *puppies* or *see*.

Example: *course*.

The blood was coursing through his veins.

Test: The blood was *puppying* through his veins; the blood was *seeing* through his veins. It's all very silly, of course, but you can see that *seeing* fits in the slot and would work grammatically, so *course* is acting like a verb in this sentence.

I have stayed the course, and finished the race.

Test: I have stayed the *puppies*; I have stayed the *see*. Again, it's all very silly, but clearly *puppies* can fit in the slot grammatically, and *see* absolutely cannot. So in this sentence, *course* is acting like a noun.

ENGLISH GRAMMAR EXERCISES

PSALM 63

A Psalm of David, when he was in the wilderness of Judah.

O God, thou art my God, early will I seek thee:
my soul thirsteth for thee:
my flesh longeth greatly after thee in a barren and dry land
without water:

Thus I behold thee as in the Sanctuary,
when I behold thy power and thy glory.

For thy loving-kindness is better than life:
therefore my lips shall praise thee.

Thus will I magnify thee all my life,
and lift up mine hands in thy Name.

My soul shall be satisfied, as with marrow and fatness,
and my mouth shall praise thee with joyful lips,

When I remember thee on my bed,
and when I think upon thee in the night watches.

Because thou hast been mine helper,
therefore under the shadow of thy wings will I rejoice.

My soul cleaveth unto thee:
for thy right hand upholdeth me.

Therefore they that seek my soul to destroy it,
they shall go into the lowest parts of the earth.

They shall cast him down with the edge of the sword,
and they shall be a portion for foxes.

But the king shall rejoice in God,
and all that swear by him shall rejoice in him:
for the mouth of them that speak lies, shall be stopped.

LANDING OF THE PILGRIM FATHERS

Felicia Dorothea Hemans (1793–1835)

The breaking waves dashed high
On a stern and rock-bound coast,
And the woods against a stormy sky
Their giant branches tossed;

And the heavy night hung dark,
The hills and waters o'er,
When a band of exiles moored their bark
On the wild New England shore.

Not as the conqueror comes,
They, the true-hearted came;
Not with the roll of the stirring drums,
And the trumpet that sings of fame;

Not as the flying come,
In silence and in fear;
They shook the depths of the desert gloom
With their hymns of lofty cheer.

Amidst the storm they sang,
And the stars heard, and the sea;
And the sounding aisles of the dim woods rang
To the anthem of the free.

The ocean eagle soared
From his nest by the white wave's foam;
And the rocking pines of the forest roared—
This was their welcome home.

There were men with hoary hair
Amidst the pilgrim band:
Why had they come to wither there,
Away from their childhood's land?

There was woman's fearless eye,
Lit by her deep love's truth;
There was manhood's brow, serenely high,
And the fiery heart of youth.

What sought they thus afar?
Bright jewels of the mine?
The wealth of seas, the spoils of war?
They sought a faith's pure shrine!

Ay, call it holy ground,
The soil where first they trod;
They have left unstained what there they found —
Freedom to worship God.

ENGLISH GRAMMAR EXERCISES

TEDDY'S FATHER'S STORY

from *Teddy's Button*, by Amy LeFeuvre

"My father he rushed forward—'Come on, men; we'll save the old colours!' And they shouted 'Hurrah!' as they made after him. There were guns going, and shells flying, and swords flashing and hacking away, and the enemy poured on with fiery-red faces and gnashing teeth! My father drew his sword—and no one could stand against him, no one! He cut and he slashed, and heads and arms and legs rolled off as quick as lightning, one after the other. He got up to the colours, and with a shout he plunged his sword right through the enemy's body that had stolen them! The enemy fell stone dead. My father seized the colours and looked round. He was alone! The other soldiers had been beaten back. But was he in a worry? No; he gave a loud 'Hurrah!' picked up his sword, and fought his way back, the enemy hard after him. It was a race for life, and he ran backwards the whole way; he wasn't going to turn his back to the enemy. He pressed on, shouting, 'Hurrah!' till he got to his own side again, and then he reached his colonel.

"'Captain dead, sir! I've got the colours!' He saluted as he said it, and then dropped dead himself at the colonel's feet, the blood gushing out of his heart, and over his clothes, and over this button!"

The little orator paused as he sank his voice to a tragic whisper; then raising it again, he added triumphantly, "And thirty bullets and six swords had gone through my father's body! He was a soldier of soldiers, he was!"

sleep	lock	answer	cock
smuggle	wicked	barber	conduct
spangle	wrangle	bracelet	copy
spigot	wrapper	carter	contrite
spittle	wrestle	chamber	coffin
spindle	wristband	crafty	doctrine
supple	weapon	charcoal	florid
subtle	widgeron	flasket	fondle
sturgeon	zealot	garland	forehead
surgeon	zealous	ghastly	frolic
talent	zephyr	garment	falchion
talon	slaughter	harlot	groggram
tan gle	border	harvest	goslin
tattle	corner	jau dice	hogshead

TABLE XV.

LESSON I.

THE time will come when we must all be laid in the dust.

Keep thy tongue from ill, and thy lips from guile. Let thy words be plain and true to the thoughts of the heart.

He that strives to vex or hurt those that sit next him, is a bad boy, and will meet with foes; let him go where he will: but he that is kind, and loves to live in peace, will make friends of all that know him.

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A clown will not make a bow, nor thank you when you give him what he wants; but he that is well bred will do both.

He that speaks loud in school will not learn his own book well, nor let the rest learn theirs; but those that make no noise will soon be wise, and gain much love and good will.

II.

Shun the boy that tells lies, or speaks bad words; for he would soon bring thee to shame.

He that does no harm shall gain the love of the whole school; but he that strives to hurt the rest, shall gain their ill will.

He that lies in bed when he should go to school, is not wise; but he that shakes off sleep shall have praise.

He is a fool that does not choose the best boys when he goes to play; for bad boys will cheat, and lie, and swear, and strive to make him as bad as themselves.

Slight no man for you know not how soon you may stand in need of his help.

III.

If you have done wrong, own your fault; for he that tells a lie to hide it, makes it worse.

He that tells the truth is a wise child; but he that tells lies, will not be heard when he speaks the truth.

When you are at school, make no noise, but keep your seat, and mind your book; for what you learn will do you good, when you grow to be a man.

Play no tricks on them that sit next you; for

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if you do, good boys will shun you as they would a dog that they knew would bite them.

He that hurts you at the same time that he calls you his friend; is worse than a snake in the grass.

Be kind to all men, and hurt not thyself.

A wise child loves to learn his book, but the fool would choose to play with toys.

IV.

Sloth keeps such a hold of some boys, that they lie in bed when they should go to school; but a boy that wants to be wise will drive sleep far from him.

Love him that loves his book, and speaks good words, and does no harm: For such a friend may do thee good all the days of thy life.

Be kind to all as far as you can; you know not how soon you may want their help; and he that has the good will of all that know him, shall not want a friend in time of need.

If you want to be good, wise, and strong, read with care such books as have been made by wise and good men; think of what you read in your spare hours; be brisk at play, but do not swear; and waste not too much of your time in bed.

TABLE XVI.

Words of two syllables, accented on the second.

Acquire	afair	aprouch	a stray
a base	afright	araign	a vail
a buse	a gainst	a rise	a wake
a dicu	a muse	asign	a way



MR. JOHN ROGERS, minister of the gospel in London, was the first martyr in Queen MARY'S reign, and was burnt at Smithfield, February 14, 1554.—His wife with nine small children, and one at her breast following him to the stake; with which sorrowful sight he was not in the least daunted, but with wonderful patience died courageously for the gospel of JESUS CHRIST.

Some few days before his death, he wrote the following Advice to his Children.

GIVE ear my children to my words
Whom God hath dearly bought,
Lay up his laws within your heart,
and print them in your thoughts.
I leave you here a little book
for you to look upon,
That you may see your father's face
when he is dead and gone :
Who for the hope of heavenly things,
While he did here remain,
Gave over all his golden years
to prison and to pain.
Where I, among my iron bands,
inclosed in the dark,
Not many days before my death,
I did compose this work :
And for example to your youth,
to whom I wish all good,
I send you here God's perfect truth,
and seal it with my blood.
To you my heirs of earthly things :
which I do leave behind,
That you may read and understand
and keep it in your mind.
That as you have been heirs of that

2*

that once shall wear away,
You also may possess that part,
which never shall decay.
Keep always God before your eyes,
with all your whole intent,
Commit no sin in any wise,
keep his commandment.
Abhor that arrant whore of ROME,
and all her blasphemies,
And drink not of her cursed cup,
obey not her decrees.
Give honor to your mother dear,
remember well her pain,
And recompence her in her age,
with the like love again.
Be always ready for her help,
and let her not decay,
Remember well your father all,
who would have been your stay.
Give of your portion to the poor,
as riches do arise,
And from the needy naked soul,
turn not away your eyes :
For he that doth not hear the cry
of those that stand in need,
Shall cry himself and not be heard,
when he does hope to speed.

If GOD hath given you increase,
and blessed well your store,
Remember you are put in trust,
and should relieve the poor.
Beware of foul and filthy lust,
let such things have no place,
Keep clean your vessels in the LORD,
that he may you embrace.
Ye are the temples of the LORD,
for you are dearly bought,
And they that do defile the same,
shall surely come to nought.
Be never proud by any means,
build not your house too high,
But always have before your eyes,
that you are born to die.
Defraud not him that hired is,
your labour to sustain,
But pay him still without delay,
his wages for his pain.
And as you would that other men
against you should proceed,
Do you the same to them again,
when they do stand in need.
Impart your portion to the poor,
in money and in meat

Circle all nouns; also label proper nouns (PN).
Underline all verbs; also label helping verbs (HV).
Note: Lowercase s's, as long as they aren't the final letter of a word, look like uncrossed f's.

And send the feeble fainting soul,
of that which you do eat.
Ask counsel always of the wife,
give ear unto the end,
And ne'er refuse the sweet rebuke
of him that is thy friend.
Be always thankful to the LORD,
with prayer and with praise,
Begging of him to bless your work,
and to direct your ways.
Seek first, I say, the living GOD,
and always him adore,
And then be sure that he will bless,
your basket and your store.
And I beseech Almighty GOD,
replenish you with grace,
That I may meet you in the heavens,
and see you face to face.
And though the fire my body burns,
contrary to my kind,
That I cannot enjoy your love
according to my mind :
Yet I do hope that when the heavens
shall vanish like a scroll,
I shall see you in perfect shape,
in body and in soul.
And that I may enjoy your love,

and you enjoy the land,
I do beseech the living LORD,
to hold you in his hand.
Though here my body be adjudg'd
in flaming fire to fry,
My soul I trust, will straight ascend
to live with GOD on high.
What though this carcase smart awhile
what though this life decay,
My soul I hope will be with GOD,
and live with him for aye.
I know I am a sinner born,
from the original,
And that I do deserve to die
by my fore-father's fall :
But by our SAVIOUR'S precious blood,
which on the cross was spilt,
Who freely offer'd up his life,
to save our souls from guilt :
I hope redemption I shall have,
and all who in him trust,
When I shall see him face to face,
and live among the just.
Why then should I fear death's grim look
since CHRIST for me did die,
For King and Cæsar, rich and poor,
the force of death must try.

When I am chained to the stake,
and fagots girt me round,
Then pray the LORD my soul in heaven
may be with glory crown'd.
Come welcome death the end of fears,
I am prepar'd to die :
Those earthly flames will send my soul
up to the Lord on high.
Farewell my children to the world,
where you must yet remain ;
The LORD of hosts be your defence,
'till we do meet again.
Farewell my true and loving wife,
my children and my friends,
I hope in heaven to see you all,
when all things have their end.
If you go on to serve the LORD,
as you have now begun,
You shall walk safely all your days,
until your life be done.
GOD grant you so to end your days,
as he shall think it best,
That I may meet you in the heavens,
where I do hope to rest.

OUR days begin with trouble here,
our life is but a span,

And cruel death is always near,
so frail a thing is man.
Then sow the seeds of grace whilst young,
that when thou com'st to die,
Thou may'st sing forth that triumph song,
Death where's thy victory.

Choice Sentences.

1. PRAYING will make us leave sinning,
or sinning will make us leave praying.
2. OUR weakness and inabilities break
not the bond of our duties.
3. WHAT we are afraid to speak before
men, we should be afraid to think before
GOD.

Learn these four lines by heart.

HAVE communion with few,
Be intimate with ONE,
Deal justly with all,
Speak evil of none.

A GUR'S Prayer.

REMOVE far from me vanities and
lies ; give me neither poverty nor
riches ; feed me with food convenient for
me : lest I be full and deny thee, and say,
Who is the Lord ? Or lest I be poor and
steal and take the name of my GOD in vain.

ENGLISH GRAMMAR EXERCISES

Psalms of Degrees

Psalms 121

I will lift up mine eyes unto the mountains,
from whence my help shall come.

Mine help cometh from the Lord,
which hath made the heaven and the earth.

He will not suffer thy foot to slip:
for he that keepeth thee, will not slumber.

Behold, he that keepeth Israel,
will neither slumber nor sleep.

The Lord is thy keeper:
the Lord is thy shadow at thy right hand.

The sun shall not smite thee by day,
nor the moon by night.

The Lord shall preserve thee from all evil:
he shall keep thy soul.

The Lord shall preserve thy going out,
and thy coming in from henceforth and forever.

Psalms 122

I rejoiced when they said to me,
We will go into the house of the Lord.
Our feet shall stand in thy gates, O Jerusalem.

Jerusalem is built as a city,
that is compact together in itself:
Whereunto the Tribes, even the Tribes of the
Lord go up according to the testimony to
Israel,

to praise the Name of the Lord.
For there are thrones set for judgment,
even the thrones of the house of David.

Pray for the peace of Jerusalem:
let them prosper that love thee.
Peace be within thy walls,
and prosperity within thy palaces.
For my brethren and neighbors' sakes,
I will wish thee now prosperity.
Because of the House of the Lord our God,
I will procure thy wealth.

Circle all **nouns**; also label **proper nouns** (PN).
Underline all **verbs**; also label **helping verbs** (HV).

ENGLISH GRAMMAR EXERCISES

Psalm 127

Except the Lord build the house, they labor in
vain that build it:
except the Lord keep the city, the keeper
watcheth in vain.
It is in vain for you to rise early, and to lie down
late, and eat the bread of sorrow:
but he will surely give rest to his beloved.

Behold, children are the inheritance of the Lord,
and the fruit of the womb his reward.
As are the arrows in the hand of the strong man;
so are the children of youth.
Blessed is the man that hath his quiver full of
them: for they shall not be ashamed,
when they speak with their enemies in the gate.

Psalm 128

Blessed is everyone that feareth the Lord,
and walketh in his ways.
When thou eatest the labors of thine hands,
thou shalt be blessed, and it shall be well with
thee.
Thy wife shall be as the fruitful vine on the sides
of thine house,
and thy children like the olive plants round
about thy table.
Lo, surely thus shall the man be blessed,
that feareth the Lord.
The Lord out of Zion shall bless thee,
and thou shalt see the wealth of Jerusalem all
the days of thy life.
Yea, thou shalt see thy children's children,
and peace upon Israel.

Psalms 133–134

Behold, how good and how comely a thing it is,
brethren to dwell even together.
It is like to the precious ointment upon the head,
that runneth down upon the beard, even unto
Aaron's beard,
which went down on the border of his garments,
And as the dew of Hermon which falleth upon
the mountains of Zion:
for there the Lord appointed the blessing and
life forever.

Behold, praise ye the Lord, all ye servants of the
Lord,
ye that by night stand in the house of the Lord.
Lift up your hands to the Sanctuary,
and praise the Lord.
The Lord that hath made heaven and earth,
bless thee out of Zion.

ENGLISH GRAMMAR EXERCISES

Jonah 1-2

Jonah 1

The word of the Lord came also unto Jonah the son of Amittai, saying, Arise, and go to Nineveh, that great city, and cry against it: for their wickedness is come up before me. But Jonah rose up to flee into Tarshish, from the presence of the Lord, and went down to Japho: and he found a ship going to Tarshish: so he paid the fare thereof, and went down into it, that he might go with them unto Tarshish, from the presence of the Lord.

But the Lord sent out a great wind into the sea, and there was a mighty tempest in the sea, so that the ship was like to be broken. Then the mariners were afraid, and cried every man unto his god, and cast the wares that were in the ship, into the sea, to lighten it of them: but Jonah was gone down into the sides of the ship, and he lay down, and was fast asleep. So the shipmaster came to him, and said unto him, What meanest thou, O sleeper? Arise, call upon thy God, if so be that God will think upon us, that we perish not.

And they said everyone to his fellow, Come, and let us cast lots, that we may know for whose cause this evil is upon us. So they cast lots, and the lot fell upon Jonah. Then said they unto him, Tell us for whose cause this evil is upon us? What is thine occupation? and whence comest thou? which is thy country? and of what people art thou? And he answered them, I am an Hebrew, and I fear the Lord God of heaven, which hath made the sea, and the dry land. Then were the men exceedingly afraid, and said unto him, Why hast thou done this? (for the men knew that he fled from the presence of the Lord, because he had told them.)

Circle all **nouns**; also label **proper nouns** (PN).
Underline all **verbs**; also label **helping verbs** (HV).

ENGLISH GRAMMAR EXERCISES

Then said they unto him, What shall we do unto thee, that the sea may be calm unto us? (for the sea wrought, and was troublous.) And he said unto them, Take me, and cast me into the sea: so shall the sea be calm unto you: for I know that for my sake this great tempest is upon you. Nevertheless the men rowed to bring it to the land, but they could not: for the sea wrought, and was troublous against them. Wherefore they cried unto the Lord, and said, We beseech thee, O Lord, we beseech thee, let us not perish for this man's life, and lay not upon us innocent blood: for thou, O Lord, hast done as it pleased thee. So they took up Jonah, and cast him into the sea, and the sea ceased from her raging. Then the men feared the Lord exceedingly, and offered a sacrifice unto the Lord, and made vows.

Now the Lord had prepared a great fish to swallow up Jonah: and Jonah was in the belly of the fish three days and three nights.

Jonah 2

Then Jonah prayed unto the Lord his God out of the fish's belly, And said,

I cried in mine affliction unto the Lord,
and he heard me:
out of the belly of hell cried I,
and thou heardest my voice.
For thou hadst cast me into the bottom
in the midst of the sea,
and the floods compassed me about:
all thy surges, and all thy waves passed over me.
Then I said, I am cast away out of thy sight:
yet will I look again toward thine holy Temple.
The waters compassed me about unto the soul:
the depth closed me round about,
and the weeds were wrapped about mine head.
I went down to the bottom of the mountains:
the earth with her bars was about me forever,
yet hast thou brought up my life from the pit,
O Lord my God.
When my soul fainted within me,
I remembered the Lord:
and my prayer came unto thee
into thine holy Temple.
They that wait upon lying vanities, forsake their
own mercy.
But I will sacrifice unto thee with the voice of
thanksgiving,
and will pay that that I have vowed:
salvation is of the Lord.

And the Lord spake unto the fish, and it cast out
Jonah upon the dry land.

ENGLISH GRAMMAR EXERCISES

John 1:1–14; chapter 17

John 1:1–14

In the beginning was that Word, and that Word was with God, and that Word was God. This same was in the beginning with God. All things were made by it, and without it was made nothing that was made. In it was life, and that life was the light of men. And that light shineth in the wilderness, and the darkness comprehendeth it not.

There was a man sent from God, whose name was John. This same came for a witness, to bear witness of that light, that all men through him might believe. He was not that light, but was sent to bear witness of that light. This was that true light, which lighteth every man that cometh into the world. He was in the world, and the world was made by him: and the world knew him not. He came unto his own, and his own received him not. But as many as received him, to them he gave prerogative to be the sons of God, even to them that believe in his Name, Which are born not of blood, nor of the will of the flesh, nor of the will of man, but of God. And that Word was made flesh, and dwelt among us, (and we saw the glory thereof, as the glory of the only begotten Son of the Father) full of grace and truth.

John 17

These things spake Jesus, and lift up his eyes to heaven, and said, Father, that hour is come: glorify thy Son, that thy Son also may glorify thee, As thou hast given him power over all flesh, that he should give eternal life to all them that thou hast given him. And this is life eternal, that they know thee to be the only very God, and whom thou hast sent, Jesus Christ. I have glorified thee on the earth: I have finished the work which thou gavest me to do. And now glorify me, thou Father, with thine own self, with the glory which I had with thee before the world was.

Circle all **nouns**; also label **proper nouns** (PN).
Underline all **verbs**; also label **helping verbs** (HV).

ENGLISH GRAMMAR EXERCISES

I have declared thy Name unto the men which thou gavest me out of the world: thine they were, and thou gavest them me, and they have kept thy word. Now they know that all things whatsoever thou hast given me, are of thee. For I have given unto them the words which thou gavest me, and they have received them, and have known surely that I came out from thee, and have believed that thou hast sent me. I pray for them: I pray not for the world, but for them which thou hast given me: for they are thine. And all mine are thine, and thine are mine, and I am glorified in them. And now am I no more in the world, but these are in the world, and I come to thee. Holy Father, keep them in thy Name, even them whom thou hast given me, that they may be one as we are. While I was with them in the world, I kept them in thy Name: those that thou gavest me, have I kept, and none of them is lost, but the child of perdition, that the Scripture might be fulfilled.

And now come I to thee, and these things speak I in the world, that they might have my joy fulfilled in themselves. I have given them thy word, and the world hath hated them, because they are not of the world, as I am not of the world. I pray not that thou shouldest take them out of the world, but that thou keep them from evil. They are not of the world, as I am not of the world. Sanctify them with thy truth: thy word is truth. As thou didst send me into the world, so have I sent them into the world. And for their sakes sanctify I myself, that they also may be sanctified through the truth.

I pray not for these alone, but for them also which shall believe in me, through their word, That they all may be one, as thou, O Father, art in me, and I in thee: even that they may be also one in us, that the world may believe that thou hast sent me. And the glory that thou gavest me, I have given them, that they may be one, as we are one, I in them, and thou in me, that they may be made perfect in one, and that the world may know that thou hast sent me, and hast loved them as thou hast loved me.

Father, I will that they which thou hast given me, be with me even where I am, that they may behold that my glory, which thou hast given me: for thou lovedst me before the foundation of the world. O righteous Father, the world also hath not known thee, but I have known thee, and these have known, that thou hast sent me. And I have declared unto them thy Name, and will declare it, that the love wherewith thou hast loved me, may be in them, and I in them.

ENGLISH GRAMMAR EXERCISES

Revelation 21–22

And I saw a new heaven, and a new earth: for the first heaven, and the first earth were passed away, and there was no more sea. And I John saw the holy city new Jerusalem come down from God out of heaven, prepared as a bride trimmed for her husband. And I heard a great voice out of heaven, saying, Behold, the Tabernacle of God is with men, and he will dwell with them: and they shall be his people, and God himself shall be their God with them. And God shall wipe away all tears from their eyes, and there shall be no more death, neither sorrow, neither crying, neither shall there be anymore pain: for the first things are passed.

And he that sat upon the throne, said, Behold, I make all things new, and he said unto me, Write: for these things are faithful and true. And he said unto me, It is done, I am Alpha and Omega, the beginning and the end: I will give to him that is athirst, of the well of the water of life freely. He that overcometh, shall inherit all things, and I will be his God, and he shall be my Son. But the fearful and unbelieving, and the abominable and murderers, and whoremongers, and sorcerers, and idolaters, and all liars shall have their part in the lake which burneth with fire and brimstone, which is the second death.

And there came unto me one of the seven Angels, which had the seven vials full of the seven last plagues, and talked with me, saying, Come: I will show thee the bride the Lamb's wife. And he carried me away in the spirit to a great and an high mountain, and he showed me that great city, that holy Jerusalem, descending out of heaven from God, Having the glory of God, and her shining was like unto a stone most precious, as a jasper stone clear as crystal, And had a great wall and high, and had twelve gates, and at the gates twelve Angels, and the names written which are the twelve tribes of the children of Israel. On the East part there were three gates, and on the North side three gates, on the South side three gates, and on the West side three gates. And the wall of the city had twelve foundations, and in them the names of the Lamb's twelve Apostles.

Circle all **nouns**; also label **proper nouns** (PN).
Underline all **verbs**; also label **helping verbs** (HV).

ENGLISH GRAMMAR EXERCISES

And he that walked with me, had a golden reed, to measure the city withal, and the gates thereof, and the wall thereof. And the city lay foursquare, and the length is as large as the breadth of it, and he measured the city with the reed, twelve thousand furlongs: and the length, and the breadth, and the height of it are equal. And he measured the wall thereof an hundred forty and four cubits, by the measure of man, that is, of the Angel. And the building of the wall of it was of jasper: and the city was pure gold, like unto clear glass. And the foundations of the wall of the city were garnished with all manner of precious stones: the first foundation was jasper: the second of Sapphire: the third of a Chalcedony: the fourth of an Emerald: The fifth of a Sardonyx: the sixth of a Sardius: the seventh of a Chrysolite: the eight of a Beryl: the ninth of a Topaz: the tenth of a Chrysoprase: the eleventh of a Jacinth: the twelfth an Amethyst. And the twelve gates were twelve pearls, and every gate is of one pearl, and the street of the city is pure gold, as shining glass.

And I saw no Temple therein: for the Lord God Almighty and the Lamb are the Temple of it. And their city hath no need of the Sun, neither of the Moon to shine in it: for the glory of God did light it: and the Lamb is the light of it. And the people which are saved, shall walk in the light of it: and the kings of the earth shall bring their glory and honor unto it. And the gates of it shall not be shut by day: for there shall be no night there. And the glory and honor of the Gentiles shall be brought unto it. And there shall enter into it none unclean thing, neither whatsoever worketh abomination or lies: but they which are written in the Lamb's book of life.

And he showed me a pure river of water of life, clear as crystal, proceeding out of the throne of God, and of the Lamb. In the midst of the street of it, and of either side of the river was the tree of life, which bare twelve manner of fruits, and gave fruit every month: and the leaves of the tree served to heal the nations with. And there shall be no more curse, but the throne of God and of the Lamb shall be in it, and his servants shall serve him. And they shall see his face, and his Name shall be in their foreheads. And there shall be no night there, and they need no candle, neither light of the Sun: for the Lord God giveth them light, and they shall reign for evermore.

And he said unto me, These words are faithful and true: and the Lord God of the holy Prophets sent his Angel to show unto his servants the things which must shortly be fulfilled.

ENGLISH GRAMMAR EXERCISES

Behold, I come shortly. Blessed is he that keepeth the words of the prophecy of this book.

And I am John, which saw and heard these things: and when I had heard and seen, I fell down to worship before the feet of the Angel which showed me these things. But he said unto me, See thou do it not: for I am thy fellow servant, and of thy brethren the Prophets, and of them which keep the words of this book: worship God. And he said unto me, Seal not the words of the prophecy of this book: for the time is at hand. He that is unjust, let him be unjust still: and he which is filthy, let him be filthy still: and he that is righteous, let him be righteous still: and he that is holy, let him be holy still.

And behold, I come shortly, and my reward is with me, to give to every man according as his work shall be. I am Alpha and Omega, the beginning and the end, the first and the last. Blessed are they, that do his Commandments, that their right may be in the tree of Life, and may enter in through the gates into the City. For without shall be dogs and enchanterers, and whoremongers, and murderers, and idolaters, and whosoever loveth or maketh lies.

I Jesus have sent mine Angel, to testify unto you these things in the Churches: I am the root and the generation of David, and the bright morning star.

And the Spirit and the bride say, Come. And let him that heareth say, Come: and let him that is athirst, come: and let whosoever will, take of the water of life freely. For I protest unto every man that heareth the words of the prophecy of this book, If any man shall add unto these things, God shall add unto him the plagues that are written in this book. And if any man shall diminish of the words of the book of this prophecy, God shall take away his part out of the book of life, and out of the holy City, and from those things which are written in this book.

He which testifieth these things, saith, Surely I come quickly, Amen. Even so, come Lord Jesus.

The grace of our Lord Jesus Christ be with you all, AMEN.

HOW TO BUILD YOUR LATIN NOTEBOOK

If you're not sure how to use your Latin Notebook, here are step-by-step instructions.

UNIT 1

Get dividers and organize your notebook, as described in Notebook Organization (page 117). Take a piece of paper, and label it "Unit 1". Whenever Dr. Sweet tells you to write an answer in your answer pad, write it there, and then keep it in the Daily Assignments section. Do that for every unit, from now on.

UNIT 2

After you take your test, file it away in the Test Results section. Do that from now on, too.

UNIT 3

Get a new piece of paper, and write "Basic Texts" across the top. When you learn your first Basic Text, write it there, being *very* careful to copy it *perfectly*. (If you mess it up in your Latin Notebook, it won't be very helpful to you when it's time to study!) Include the number of the basic sentence, and leave the line below it blank, so you can write the English translation when you learn it. When you get the meaning of the sentence, Dr. Sweet will also give you a picture for it; write down the unit & frame number where that picture is, so you can use it to study for tests. Keep this page in the "Basic Texts" section. For example:

1. Vestis virum reddit.
(leave this line blank, and add the English translation when you learn it.) (4-162)
2. (next sentence...)

UNIT 4

Now it's starting to get fun. Get two new sheets of paper. Write "Nouns" at the top of one, and "Verbs" at the top of the other. When you learn a noun, write the **-s** and **-m** forms down on your "Nouns" page on the left side (you'll understand when you get there!), and write the English meaning on the other side of the page. Same thing when you learn a verb. Do this right away, immediately, when there's a frame in which you learn a new word. For example, in frame 151, we learn our first meaning of a Latin word. You should immediately stop, turn to your Nouns page, and write the Latin word and its English meaning. Leave space for any information you do not have yet. In frame 156, we learn a second word. Then in frame 183-189, we learn two more nouns, until, by frame 219, my Nouns page would look like this:

HOW TO BUILD YOUR LATIN NOTEBOOK

S: vestis	clothes
M: (leave blank space for -m form)	
S: (leave blank space for -s form)	man
M: virum	
S: (leave blank)	truth
M: vērītātem	
S: diēs	time
M: (leave blank)	
S: (leave blank)	giver
M: datōrem	
S: Deus	God
M: (leave blank)	
S: manus	hand
M: manum	

In the meantime, you should also be doing the same thing with every new verb that you learn. You will file the nouns list in the Nouns section of your notebook, and the verbs list in the Verbs section, of course.

(Just like you did with your Basic Sentences, be very careful to copy *perfectly*. This goes for everything you write in your Latin Notebook. If you write something down wrong, then your Latin Notebook will not be very useful to you—to the contrary, it'll cause you confusion! If you are studying with someone else, it is helpful to pause after you add something to your notebooks and read it back to each other, together; if you are studying alone, always double- and even triple-check what you've copied to make sure your Latin Notebook is a resource you can trust will give you correct information.)

On another sheet of paper, write "Facts About Latin"; when Dr. Sweet tells you to write something in that section, write it there, and file that in the Technical Terms & Definitions section.

Finally, when you learn the Latin word for "not", write it on a new sheet of paper, just as you did for your nouns and verbs, and file that under Miscellaneous Words.

UNIT 5

You will add lots of new words to your Nouns and Verbs sections! Make sure that you stop for a moment, every time you learn a new word, and copy it into your notebook, in the appropriate section.

At the end of the unit, to get ready for the test, study everything you've written in your Latin Notebook. For example, turn to your Nouns section, and get out a sheet of scratch paper. Cover up all of the Latin words on the left side of the page, and, looking at the English words, quiz yourself and see if you can write the Latin forms correctly. If you get any of them wrong, take note of those ones, and come back to them and do them again, until you're sure that you know them all. Do the same thing with your Verbs, Miscellaneous Words, and Basic Sentences. For the Basic Sentences, I like to use the unit & frame number I've written down, and turn to that page in the book, and look at just the picture, trying not to look at the words, and see if I can remember the Basic Sentence and write it perfectly. Again, if I get any wrong, I take note of them and go back to try those again. Once you're sure you know everything, you're ready for the test. (Of course, also read the Test Information at the end of the unit in *Artes Latinae* when you're studying for a test; this article just tells you how to use your Latin Notebook.)

HOW TO BUILD YOUR LATIN NOTEBOOK

UNIT 6

Do the same thing for the Adjectives section of your Latin Notebook that you did with nouns.

Begin labeling nouns (and adjectives) with N & A, for nominative and accusative, instead of S & M. For example:

N: lupus	wolf
A: lupum	

Continue to add new words and forms of words to your notebook, whenever they come up. You should know 10 basic sentences now. Before the test, test yourself and make sure you know every word, every form, and every sentence, perfectly. As always, any words or sentences that you miss, mark, and then go back and practice them more, until you can write and say them perfectly. (But don't forget to study the "Test Information" section, too.)

UNIT 7

Record *Quis?* in the Pronouns section of your notebook. (And, when you come to it, *Quem?*)

Have you been remembering to add miscellaneous words, when you've learned them, to your notebook? You should have *nōn*, *numquam*, *et*, and *semper* in your Miscellaneous Words section, by this point. Add *etiam* there now, as well. Continue to add words that are not nouns, verbs, adjectives, or pronouns to this section of your notebook, going forward.

UNIT 8

Continue to add new words, forms, and basic sentences to your notebook, and use your notebook to study diligently before each test. When you learn about *-ne*, record that verb ending on a new page in your Technical Terms & Definitions section, explaining it for your own reference.

UNIT 9

When you learn an additional meaning for a word, add that to the English definition in your notebook. Try to get the main sense of the word, in 2 or 3 words. For example, in my Latin Notebook, I've recorded:

N: vestis	clothes, blanket, rug, etc.
A: vestem	

N: vir	man, soldier, etc.
A: virum	

Speaking of your Nouns section, you'll be needing to add ablative forms to your paradigms. You may begin by squeezing them in like this:

N: vestis	clothes, blanket, rug, etc.
A: vestem / Abl. veste	

N: vir	man
A: virum / Abl. virō	

...but over the course of the next few units, you will be rewriting your Nouns section.

HOW TO BUILD YOUR LATIN NOTEBOOK

But first, prepositions should go in the Miscellaneous Words section.

Rewriting your Nouns section: On three new sheets of paper, write 1st Declension, 2nd Declension, and 3rd Declension. On the 1st Declension page, write each noun (full paradigm and definition), when you learn that it is, indeed, a 1st Declension noun. As you transfer a noun to the new 1st Declension page, cross it off on your old nouns list, so you'll be able to remember which ones have made it over to the new lists. Do the same for the other declensions. Over the course of the next few units, you'll eventually transfer all of the nouns you have in your notebook over to a specific declension list, but Dr. Sweet's organic approach means that he won't just give you a list of every noun in each declension and tell you to memorize them all at once! So just be patient, and every time you learn that a certain word belongs to a certain declension, immediately write it on the right declension page, crossing it off from the old list. (You'll soon have 5 declension lists, and some of them will be 2–3 pages long.) For example:

1st Declension

vipera	snake
viperam	
viperā	

UNIT 10

By now, you should have a good idea about how to continue building and using your Latin Notebook. I'll only share the major rewriting I had to do, for the rest of the year.

UNIT 11

It is helpful to begin rewriting your verbs list here, to add the passive forms. Leave space for forms you do not know. For example:

aperit	discloses
aperitur	is disclosed
manet	remains
(leave blank)	(leave blank)
diligit	loves
diligitur	is loved

UNIT 12

Record *Quid?* in your Pronouns section.

UNIT 13

Rewrite your Adjectives section, much like you did for Nouns, with separate pages for the different declensions and the full nominative-accusative-ablative paradigm. Since adjectives have gender forms, the paradigms have more forms for you to record. You may find it tedious to write out the same forms again and again, for so many different adjectives, but doing this will *really* help you in these last few units. Try to write small and leave space between all of the forms. It's kind of fun. For example:

1st & 2nd Declension

M	F	N	
magnus	magna	magnum	great, big

HOW TO BUILD YOUR LATIN NOTEBOOK

magnum magnō	magnam magnā	magnum magnō	
bonus bonum bonō	bona bonam bonā	bonum bonum bonō	good
cautus cautum cautō	cauta cautam cautā	cautum cautum cautō	cautious
blandus blandum blandō	blanda blandam blandā	blandum blandum blandō	pleasant

3rd Declension

M/F	N	
omnis omnem omnī	omne omne omnī	all
hilaris hilarum hilarī	hilaris hilaris hilarī	cheerful
Quālis? Quālem? Quālī?	Quāle? Quāle? <u>(leave blank)</u>	What kind of...?

UNIT 14

Plural! You should have space in your Nouns section to add the plural forms in. Leave empty spaces in your paradigms for anything you haven't learned yet. Example:

2nd Declension

Singular	Plural	
vir virum virō	virī virōs virīs	man
Deus Deum Deō	dī (dei) deōs dīs (deīs)	God
taurus taurum taurō	taurī taurōs taurīs	bull

Also, you'll add the plural forms to your Verbs section, and you probably have space for that, too. But if not, rewrite it neatly.

Singular	Plural	
metuit	metuunt	fears

HOW TO BUILD YOUR LATIN NOTEBOOK

(leave blank)

cernit
cernitur

cognōscit
cognōscitur

(leave blank)

cernunt
(leave blank)

cognōscunt
(leave blank)

(leave blank)

discovers
is discovered

recognizes
is recognized

UNIT 15

In the final unit, you will add the plural forms to your 3rd, 4th, and 5th declension nouns; you know how to add that to your notebook. In this unit, you will also use that space you left in your adjectives paradigms to add in the plural forms for those words, as well. Write small! Also, I added little lines between the genders, for clarity. Here are samples of what my adjective pages looked like by the end of the unit:

1st & 2nd Declension

MASCULINE

blandus blandī
blandum blandōs
blandō blandīs

FEMININE

blanda blandae
blandam blandās
blandā blandīs

NEUTER

blandum (blank) pleasant
blandum (blank)
blandō (blank)

3rd Declension

MASCULINE & FEMININE

omnis omnēs
omnem omnēs
omnī omnibus

NEUTER

omne (blank) every
omne (blank)
omnī (blank)

There are also a few plural passive verbs to add to your Verbs section, for example:

singular

laudat
laudātur

invenit
invenitur

colit
colitur

plural

laudant
laudantur

inveniunt
inveniuntur

colunt
coluntur

praises
is praised

finds, discovers
is found

honors
is honored

ARITHMETIC
COPYWORK & TABLES

ARABIC NUMERALS & SIGNS FOR ARITHMETIC OPERATIONS

[illegible]

ADDITION TABLE

[illegible]

MULTIPLICATION TABLE

[illegible]

BIBLIOGRAPHY

REQUIRED 1ST YEAR MATERIALS

Here's the list of the materials you will need to purchase or borrow for 1st Year.

Grammar of Grace, by Robyn van Eck. Honey Grove, TX: Christian Trivium Publishing, 2019. grammarofgrace.com.

Our Mother Tongue: An Introductory Guide to English Grammar, Second Edition, by Nancy Wilson. Moscow, ID: Canon Press, 2019. canonpress.com.

Our Mother Tongue: An Introductory Guide to English Grammar: Answer Key, Second Edition, by Nancy Wilson. Moscow, ID: Canon Press, 2019. canonpress.com.

The Original Blue Back Speller, by Noah Webster (New York: 1824). San Antonio, TX: The Vision Forum, 2002–2010. This Vision Forum edition is out of print, but you can find copies online. Applewood Books also prints the 1824 *Blue Back*, under the title *American Spelling Book*. applewoodbooks.com. For other publishers (like print-on-demand sellers), also try searching under the original title and publication date, *The American Spelling Book Containing the Rudiments of the English Language*, 1824.

Noah Webster's 1828 Dictionary. San Francisco: Foundation for American Christian Education, 1967, 1995, 2012. (Originally titled *American Dictionary of the English Language*, by Noah Webster, 1828.) There is also a website online which has most of Webster's definitions for free: webstersdictionary1828.com.

Modern dictionaries are a dumbed-down and de-Christianized version of Noah Webster's original dictionary. This one's expensive, but you will use it for decades; it is absolutely wonderful and there is no close second; it's well worth the expense.

Artes Latinae Self-Teaching Latin: Level I Book Version, by Waldo Sweet. Package available at triviumpursuit.com. (You'll use this package for all three years of later knowledge.) Includes:

- Student Text, Book I (Units 1–15)
- Student Text, Book II (Units 16–30)
- Graded Reader (Units 1–30)
- Teacher's Manual for Graded Reader (Units 1–30)
- Teacher's Manual (Units 1–30)
- Unit Test Booklet (Units 1–30)
- Guide to Unit Tests Answers (Units 1–30)
- Reference Notebook (Units 1–30)
- CD with MP3 audio files (Units 1–30)

A Greek Alphabetarion, by Harvey Bludorn. Muscatine, IA: Trivium Pursuit, 1993, 2004. triviumpursuit.com.

A Greek Hupogrammon, by Harvey Bludorn. Muscatine, IA: Trivium Pursuit, 2005. triviumpursuit.com.

Saxon Math Homeschool 6/5 Home Study Kit, 3rd Edition. (Or the curriculum of your choice.)

What Does the Bible Say about That?, by Kevin Swanson. Parker, CO: Generations with Vision, 2011. generations.org

Answers Magazine subscription. (Or science literature of your choice.) answersmagazine.com.

See the Booklists, following, for the books the student will be reading for Literature and History.

3–three-ring binders, with notebook filler paper and dividers.

Journal.

BOOKLIST: LITERATURE & BIOGRAPHY

Here is the bibliographic information for the Literature books 1st Year students are assigned to read. There may be multiple editions of certain books, so be mindful that the book publishing industry has a 200-year-long history of messing with books, and beware words like “improved”, “updated”, “revised”, etc. If children of the 19th century enjoyed the rich vocabulary and complex sentence structure the original authors used, so can ours. These books have stood the test of time.

Most of the 1st Year books are also available for free online in digital format; here are my favorite ebook sources where you might search for them:

- Internet Archive (archive.org)
- Christian Classics Ethereal Library (ccel.org)
- BibleTruth (bibletruthpublishers.com)
- Project Gutenberg (gutenberg.org)
- Google Books (books.google.com)

Mrs. O.F. Walton, *Christie's Old Organ*. Mount Morris, NY: Lamplighter Publishing, 1998. (Originally published 1874. By the way, Christie is a boy's name in this story!)

Weeks: 1-4.

Subjects Studied: Literature, Language Arts (complex and artful use of language), Vocabulary, Grammar, Spelling, Comprehension (novel), Christian Character, History (Victorian England), Geography (England), Social Studies (Victorian England).

John Carrol, *The Hedge of Thorns*. Mount Morris, NY: Lamplighter Publishing, 2004. (Originally published 1903.)

Weeks: 4-6.

Subjects Studied: Autobiography of John Carrol (1611; completed by John Hatchard, written in book form in the 18th century by Mrs. Mary Sherwood?), Christian Character, Literature, Language Arts (complex and artful use of language), Vocabulary, Grammar, Spelling, Comprehension (autobiography), History (Reformation England), Geography (England), Social Studies (Reformation England).

ASSU: *Life of John Knox*. Green Forest, AR: Attic Books, 2011. (Originally published 1833.)

Weeks: 6-10.

Subjects Studied: Biography, History (Church, Reformation-Era Scotland and Europe), Comprehension, Vocabulary, Spelling, Grammar, Social Studies (16th century Europe), Geography (Great Britain and Europe).

Note: Typo on p. 17—“1635” should be “1535”.

Charlotte O'Brien, *Basil, Or, Honesty and Industry*. Mount Morris, NY: Lamplighter Publishing, 2011. (Originally published 1856.)

Weeks: 10-11.

Subjects Studied: Literature, Language Arts (Flesch-Kincaid Reading Level 6.0, complex and artful use of language), Vocabulary, Grammar, Spelling, Comprehension (short novel), Christian Character, History (Victorian England), Geography (England), Social Studies (Victorian England).

Cautions: Beware the common 19th century moralistic teachings that drinking alcohol is inherently sinful; that women and children are basically good, while men are often bad and in need of reformation by the good-natured children in their lives; and that the way to lead a non-believing family to Christ is by evangelizing the children, who will then supposedly lead their parents to Christ, rather than following the biblical method of evangelizing the parents, who will then lead their children to Christ. Still, on the whole it is a good and profitable story.

David Kyles, *Two Ends of a Rope: The Story of William Carey, Shoemaker and Apostle*. Waverly, PA: Lamplighter Publishing, 2006. (Originally published around 1950?)

Weeks: 12–15.

Subjects Studied: Biography, History (Georgian England, India), Social Studies (Georgian England, India), Geography (England, India), Comprehension (Biography), Vocabulary, Spelling, Grammar.

Caution: The author implies that the cause of 18th century British Christians' antipathy toward world missions is the Reformation doctrine of Calvinism; when of course, faithful Calvinists like Jonathan Edwards, David Brainerd, the Pilgrims, and numberless others were eager to evangelize the lost outside of Britain or America. It might be good to point out to our children that those who care little for evangelism have a problem with selfishness and a lack of concern for the eternal souls of others, no matter the excuse they might proffer.

Rudyard Kipling, *The Jungle Book*. Surrey, UK: Pippbrook Books, 2010. (Originally published 1894.)

Weeks: 15–19.

Subjects Studied: Social Studies (Colonial India), Geography (India), Literature, Language Arts (artful use of language, poetry, storytelling), Vocabulary, Grammar, Spelling, Comprehension (novel), History (Colonial India), Biology, Botany.

Note: Every edition of *The Jungle Book* seems to have the chapters in a different order. For this reason, the assignments are given by chapter or poem title, not by chapter number. Also, you'll often see this book published as *The Jungle Books*, where stories like "In the Rukh", "The Miracle of Purun Bhagat", "The White Seal", and others are included along with the Mowgli stories. Some of the non-Mowgli *Jungle Book* stories have some troublesome aspects, so they are not on the recommended reading list.

Caution: Kipling's Mowgli stories hardly acknowledge the true God, but these stories are rich in Christian morality, and do not commit the errors that talking animal stories usually commit—the animals are not presented as being of equal worth as human beings; Mowgli has parent figures who teach him the Law; there is a Law teaching what is right and what is wrong, the Law is explained so one understands that it makes sense, and bad consequences (even punishment) befall those who will not obey the Law; Mowgli is not always good, and has to be punished by Baloo or suffer other consequences for mistakes; Mowgli's teachers are older male characters, who intentionally teach him, whilst he sits at their feet to learn from them; animals kill and eat. You may want to point out to your children that the natives of India—like Mowgli and his jungle friends—did not know the true God, and how sad it would be for them that they could not turn to Him for help in times of trouble.

Anon., *Clean Your Boots, Sir?* Mount Morris, NY: Lamplighter Publishing, 1999. (Originally published 1869.)

Weeks: 20–22.

Subjects Studied: Literature, Language Arts (Flesch-Kincaid Reading Level 7.0, complex and artful use of language), Vocabulary, Grammar, Spelling, Comprehension (novel), Christian Character, History (Victorian England, Colonial India), Geography (England, India), Social Studies (Victorian England, Colonial India).

ASSU: *Life of John Newton*. Green Forest, AR: Attic Books, 2011. (Originally published 1831.)

Weeks: 22–25.

Subjects Studied: Biography, History (Church, Georgian England, African Slave Trade), Social Studies (Georgian England, Africa, Atlantic Slave Trade), Geography (The British Isles, Europe, India, Africa, North America, etc.), Comprehension, Vocabulary, Spelling, Grammar.

Christoph von Schmid, *Fire in the Sky*. Mount Morris, NY: Lamplighter Publishing, 2000. (Originally published 1817.)

Weeks: 26-29.

Subjects Studied: Literature, Language Arts (Flesch-Kincaid Reading Level 6.6, complex and artful use of language), Vocabulary, Grammar, Spelling, Comprehension (novel), Christian Character, History (19th century historical fiction set in Medieval Germany), Geography (Germany), Social Studies (historical fiction set in Medieval Germany).

Caution: Henry comes to faith in God without also recognizing his own wickedness and need for God's forgiveness. True saving faith in God is always accompanied by genuine repentance.

C. S. Lewis, *The Lion, the Witch, and the Wardrobe*. (Originally published 1950; many editions in print.)

Weeks: 29-30.

Subjects Studied: Literature, Language Arts (Flesch-Kincaid Reading Level 6, complex and artful use of language), Vocabulary, Grammar, Spelling, Comprehension (novel), Christian Character, History (set in World War II England), Geography (England), Social Studies (set in World War II England).

BOOKLIST: HISTORY

Here is the bibliographic information for the History books 1st Year students are assigned to read. There may be multiple editions of certain books, and, again, several of them are available for free in ebook format, online. As before, keep in mind book publishing industry's proclivity for messing with books, so beware those words like "improved", "updated", "revised", etc. Again, if children of the 19th century could understand the rich vocabulary and complex sentence structure the original authors used, so can ours. One of the key elements of classical education is having the students read primary sources, not edited and simplified ones.

Bible.

Weeks 1-2.

Subjects Studied: History from Primary Source, Earliest Human History, Reading Proficiency, Comprehension, Vocabulary, Spelling, Grammar, Social Studies (Earliest Civilizations), Geography (Effects of Worldwide Flood, Dispersion of people groups).

Archbishop James Ussher, *The Annals of the World*, revised & updated by Larry & Marion Pierce. Green Forest, AR: Master Books, a division of New Leaf Publishing Group, 2003. (Originally published 1650; this book will be used in the curriculum for years to come; it is, in my opinion, as indispensable to the study of ancient history as a good dictionary is to the study of language.)

Weeks 1-2.

Subjects Studied: Earliest Human History, Reading Proficiency, Comprehension, Vocabulary, Spelling, Grammar, Social Studies (Earliest Civilizations), Geography (Effects of Worldwide Flood, Dispersion of people groups).

Ruth Beechick, *Adam and His Kin*. Grand Rapids: Mott Media.

Weeks: 3-7.

Subjects Studied: Earliest Human History, Reading Proficiency, Comprehension, Vocabulary, Spelling, Grammar, Social Studies (Earliest Civilizations), Geography (Effects of Worldwide Flood and Middle East).

H.A. Guerber/Christine Miller, *The Story of the Greeks*. Sarasota, FL: Nothing New Press, 2009. 4th ed.

Weeks: 8-30.

Subjects Studied: History of Ancient Greece, Reading Proficiency, Comprehension, Vocabulary, Spelling, Grammar, Social Studies (ancient Greece), Geography (Greece and the Mediterranean).

Note: H. A. Guerber wrote this book in 1896, and wrote in a way that was glorifying to these ancient pagans and their pantheon of gods and goddesses. You can find her original version for free online, but I do *not* recommend it. Christine Miller's updates are invaluable. She corrects the false Darwinian view of human origins with which Guerber opened the book, and adds helpful comments throughout. For example, in chapter XVIII, the paragraph about ancient gods and goddesses being nonsense, but the legend of the sacrifice of Iphigenia likely being derived from the true history of the offering of Isaac, is entirely added by Miller. Miller does a good job of damping the enthusiasm Guerber tries to arouse for pagan ancient Greece. Nevertheless, in the middle of the book, Miller doesn't correct Guerber's enthusiasm, calling Spartan laws "good", for example. When discussing this history with your student, continue to remind your young one that these ancient Greeks were pagans, who committed many evil deeds; so while their history had a great impact on our own history and is valuable to learn, we should not look up to these personages as examples we would like to emulate.

FREE READING

This is the age when our young readers can't get enough to read! Here is a list of books that didn't make it into the curriculum, but are just right for this age, and are *Grammar of Grace* Approved. Listed alphabetically, by author.

Many of the older books listed here are also available for free online in digital format; here again is that helpful list of places to look:

- Internet Archive (archive.org)
- Christian Classics Ethereal Library (ccel.org)
- BibleTruth (bibletruthpublishers.com)
- Project Gutenberg (gutenberg.org)
- Google Books (books.google.com)

Jacob Abbott, *Makers of History* series. These 20 biographies were published under several titles, including *Makers of History*, *Abbott's Historical Series*, *Famous Characters of History*, etc. I love these histories; they're beautifully written, and unabashedly condemn quite a few of these conquerors for their conquering desires instead of glorifying them (although Abbott sometimes does fall into the conqueror-adoration pitfall, as with Alexander the Great, so use discernment, as always). He also draws the scriptures in when appropriate. (The set is also on Kindle, and at this printing, the Kindle set is very inexpensive. However, the Kindle set adds subheadings at the beginning of almost every paragraph, which are not in the original.)

Book I: Romulus.

Book II: Alfred.

Book III: Cyrus.

Book IV: Darius.

Book V: Xerxes.

Book VI: Alexander.

Book VII: Pyrrhus.

Book VIII: Cleopatra.

Book IX: Hannibal.

Book X: Caesar.

Book XI: Nero.

Book XII: William the Conqueror.

Book XIII: Genghis Khan.

Book XIV: Henry IV.

Book XV: Hernando Cortez.

Book XVI: Queen Elizabeth.

Book XVII: Mary Queen of Scots.

Book XVIII: Peter the Great.

Book XIX: Maria Antoinette.

Book XX: Josephine.

A. L. O. E., *Exiles in Babylon*. Lamplighter Publishing.

A. L. O. E., *The Giant Killer*. Lamplighter Publishing.

A. L. O. E., *The Shepherd of Bethlehem*. Lamplighter Publishing.

Anon. *Never Too Late*. Lamplighter Publishing.

Apocrypha, *1 & 2 Maccabees*.

In *The Story of the Greeks*, the student read about Mattathias and his principled resistance against the Greeks; these two books, from the Apocrypha, are the primary source history of that event.

Caution: Roman Catholics and cynics who want to trick Christian young people into leaving the faith falsely claim that the Apocrypha is really part of the Bible. This is not true; these books were histories and other writings recorded by faithful Jews, but were never considered canonical. Depending on the edition of the Apocrypha you pick up, be on guard for “introductions” and other writings designed to weaken your children’s faith. The 1560 Geneva Bible (facsimile edition) contains the Apocrypha, with only helpful notes.

Apostolic Fathers, *Didache*.

Apostolic Fathers, *Martyrdom of Polycarp*.

Robert Baden-Powell, *Scouting for Boys*. (This is the original 1908 scouting manual, which led to the Boy Scouts of America. You can find it for free online, or order reprint copies.)

Mrs. C. E. Bowen, *Jack the Conqueror*. Lamplighter Publishing.

Alice F. Burk: *Light in the Darkness: A Story of the Franco-German War*.

Buddy & Kay Davis, *Breathtaking Birds*. Green Forest, AR: Master Books, 2006 (Marvels of Creation series).

Buddy & Kay Davis, *Magnificent Mammals*. Green Forest, AR: Master Books, 2006 (Marvels of Creation series).

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Mrs. O. F. Walton, *Little Faith*. Lamplighter Publishing.

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NOTEBOOK ORGANIZATION

IDEAS FOR SUBJECT NOTEBOOK ORGANIZATION

Start out each notebook with dividers and lots of filler paper. To get you started, you may want to organize the dividers in each child's Subject Notebooks this way (below). But keep it flexible, and allow your student to reorganize them, if helpful, as these notebooks get filled.

English Notebook

- Summaries of Literature Readings
- Vocabulary Words
- Spelling List
- Copywork
- Dictation
- English Grammar—rules, examples, etc.
- *Our Mother Tongue* Assignments
- Diagrammed Sentences

History Notebook

- History Notebook Timeline
- Summaries of History Readings
- Maps
- Worldview Assignments

Latin Notebook

(As suggested in *Learning Latin at Home with Artes Latinae*, in the *Artes Latinae* curriculum pack)

- Nouns
- Adjectives
- Verbs
- Miscellaneous Words
- Test Results
- Translation Exercises
- Pronouns
- Alphabet
- Technical Terms & Definitions
- Memorization Exercises
- Daily Assignments
- Basic Texts

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ENGLISH GRAMMAR ANSWERS

PSALM 63

A *Psalm* of *David*, when he was in the *wilderness* of *Judah*.

O *God*, thou art my *God*, early will I seek thee:
my *soul* thirsteth for thee:
my *flesh* longeth greatly after thee in a barren and dry *land*
without *water*:

Thus I behold thee as in the *Sanctuary*,
when I behold thy *power* and thy *glory*.

For thy *loving-kindness* is better than *life*:
therefore my *lips* shall praise thee.

Thus will I magnify thee all my *life*,
and lift up mine *hands* in thy *Name*.

My *soul* shall be satisfied, as with *marrow* and *fatness*,
and my *mouth* shall praise thee with joyful *lips*,

When I remember thee on my *bed*,
and when I think upon thee in the night *watches*.

Because thou hast been mine *helper*,
therefore under the *shadow* of thy *wings* will I rejoice.

My *soul* cleaveth unto thee:
for thy right *hand* upholdeth me.

Therefore they that seek my *soul* to destroy it,
they shall go into the lowest *parts* of the *earth*.

They shall cast him down with the *edge* of the *sword*,
and they shall be a *portion* for *foxes*.

But the *king* shall rejoice in *God*,
and *all* that swear by him shall rejoice in him:
for the *mouth* of them that speak *lies*, shall be stopped.

LESSON II

Noah Webster's *Blue Back Speller*, Table XIII

A bad *man* is a *foe* to the *law*;
It is his *joy* to do ill.
All *men* go out of the *way*.
Who can say he has no *sin*?

Nouns are
highlighted in grey.

LANDING OF THE PILGRIM FATHERS

Felicia Dorothea Hemans (1793–1835)

The breaking *waves* dashed high
On a stern and rock-bound *coast*,
And the *woods* against a stormy *sky*
Their giant *branches* tossed;

And the heavy *night* hung dark,
The *hills* and waters o'er,
When a *band* of exiles moored their *bark*
On the wild New England *shore*.

Not as the *conqueror* comes,
They, the *true-hearted* came;
Not with the roll of the stirring *drums*,
And the *trumpet* that sings of *fame*;

Not as the *flying* come,
In *silence* and in fear;
They shook the *depths* of the desert *gloom*
With their *hymns* of lofty *cheer*.

Amidst the *storm* they sang,
And the *stars* heard, and the *sea*;
And the sounding *aisles* of the dim *woods* rang
To the *anthem* of the *free*.

The ocean *eagle* soared
From his *nest* by the white wave's *foam*;
And the rocking *pin*es of the *forest* roared—
This was their welcome *home*.

There were *men* with hoary *hair*
Amidst the pilgrim *band*:
Why had they come to wither there,
Away from their childhood's *land*?

There was woman's fearless *eye*,
Lit by her deep love's *truth*;
There was manhood's *brow*, serenely high,
And the fiery *heart* of *youth*.

What sought they thus afar?
Bright *jewels* of the *mine*?
The *wealth* of *seas*, the spoils of *war*?
They sought a faith's pure *shrine*!

Ay, call it holy *ground*,
The *soil* where first they trod;
They have left unstained what there they found —
Freedom to whorship *God*.

ENGLISH GRAMMAR ANSWERS

TEDDY'S FATHER'S STORY

from *Teddy's Button*, by Amy LeFeuvre

"My father he rushed forward—'Come on, men; we'll save the old colours!' And they shouted 'Hurrah!' as they made after him. There were guns going, and shells flying, and swords flashing and hacking away, and the enemy poured on with fiery-red faces and gnashing teeth! My father drew his sword—and no one could stand against him, no one! He cut and he slashed, and heads and arms and legs rolled off as quick as lightning, one after the other. He got up to the colours, and with a shout he plunged his sword right through the enemy's body that had stolen them! The enemy fell stone dead. My father seized the colours and looked round. He was alone! The other soldiers had been beaten back. But was he in a worry? No; he gave a loud 'Hurrah!' picked up his sword, and fought his way back, the enemy hard after him. It was a race for life, and he ran backwards the whole way; he wasn't going to turn his back to the enemy. He pressed on, shouting, 'Hurrah!' till he got to his own side again, and then he reached his colonel.

"'Captain dead, sir! I've got the colours!' He saluted as he said it, and then dropped dead himself at the colonel's feet, the blood gushing out of his heart, and over his clothes, and over this button!"

The little orator paused as he sank his voice to a tragic whisper; then raising it again, he added triumphantly, "And thirty bullets and six swords had gone through my father's body! He was a soldier of soldiers, he was!"

Nouns are
highlighted in grey.

PSALM 63

A Psalm of David, when he was in the wilderness of Judah.

O God, thou art my God, early will I seek thee:
my soul thirsteth for thee:
my flesh longeth greatly after thee in a barren and dry land
without water:

Thus I behold thee as in the Sanctuary,
when I behold thy power and thy glory.

For thy loving-kindness is better than life:
therefore my lips shall praise thee.

Thus will I magnify thee all my life,
and lift up mine hands in thy Name.

My soul shall be satisfied, as with marrow and fatness,
and my mouth shall praise thee with joyful lips,

When I remember thee on my bed,
and when I think upon thee in the night watches.

Because thou hast been mine helper,
therefore under the shadow of thy wings will I rejoice.

My soul cleaveth unto thee:
for thy right hand upholdeth me.

Therefore they that seek my soul to destroy it,
they shall go into the lowest parts of the earth.

They shall cast him down with the edge of the sword,
and they shall be a portion for foxes.

But the king shall rejoice in God,
and all that swear by him shall rejoice in him:
for the mouth of them that speak lies, shall be stopped.

Verbs are
underlined.

ENGLISH GRAMMAR ANSWERS

TABLE XV

Noah Webster's *Blue Back Speller*

Lesson I

Nouns: time, dust, tongue, ill, lips, guile, words, thoughts, heart, boy, foes, peace, friends, all, clown, bow, school, book, rest, noise, love, will.

Verbs: will (HV), come, must (HV), be (HV), laid, keep, let (HV), be, strives, vex, hurt, sit, is, will (HV), meet, let (HV), go, will, is, loves, live, will (HV), make, know, will (HV), make, thank, give, wants, is (HV), bred, will (HV), do, speaks, will (HV), learn, let (HV), learn, make, will (HV), be, gain.

Lesson II

Nouns: boy, lies, words, shame, harm, love, school, rest, will, bed, school, sleep, praise, fool, boys, boys, man, need, help

Verbs: shun, tells, speaks, would (HV), bring, does, shall (HV), gain, strives, hurt, shall (HV), gain, lies, should (HV), go, is, shakes, shall (HV), have, is, does (HV), choose, goes, play, will (HV), cheat, lie, swear, strive, make, slight, know, may (HV), stand

Lesson III

Nouns: wrong, fault, lie, truth, child, lies, truth, school, noise, seat, book, good, man, tricks, boys, dog, time, friend, snake, grass, men, child, book, fool, toys

Verbs: have (HV), done, own, tells, hide, makes, tells, is, tells, will (HV), be (HV), heard, speaks, are, make, keep, mind, learn, will (HV), do, grow, be, play, sit, do, will (HV), shun, would (HV), knew, would (HV), bite, hurts, calls, is, be, hurt, loves, learn, would (HV), choose, play

Lesson IV

Nouns: sloth, hold, boys, bed, school, boy, sleep, book, words, harm, friend, good, days, life, all, help, will, all, friend, time, need, care, books, men, hours, play, time, bed

Verbs: keeps, lie, should (HV), go, wants, be, will (HV), drive, love, loves, speaks, does, may (HV), do, be, can, know, may (HV), want, has, know, shall (HV), want, want, be, read, have (HV), been (HV), made, think, read, be, do (HV), swear, waste

ENGLISH GRAMMAR ANSWERS

ADVICE OF MR. JOHN ROGERS TO HIS CHILDREN

New England Primer

MR. JOHN ROGERS (PN), minister of the gospel in London (PN), was the first martyr in Queen MARY's reign, and was (HV) burnt at Smithfield (PN), February 14, 1554 (PN).—His wife, with nine small children, and one at her breast, following him to the stake, with which sorrowful sight he was (HV) not in the least daunted, but with wonderful patience died courageously for the gospel of JESUS CHRIST (PN).

Some few days before his death, he wrote the following Advice to his Children.

GIVE ear, my children, to my words,
Whom GOD (PN) hath (HV) dearly bought;
Lay up his laws within your heart,
and print them in your thoughts.

I leave you here a little book,
for you to look upon,
That you may (HV) see your father's face,
when he is (verb for dead, HV for gone!) dead and gone :

Who, for the hope of heavenly things,
While he did (HV) here remain,
Gave over all his golden years
to prison and to pain.

Where I, among my iron bands,
inclosed in the dark,
Not many days before my death,
I did (HV) compose this work :

And for example to your youth,
to whom I wish all good,
I send you here GOD's perfect truth,
and seal it with my blood.

To you my heirs of earthly things :
which I do (HV) leave behind,
That you may (HV) read and understand
and keep it in your mind.

That as you have (HV) been heirs of that
that once shall (HV) wear away,
You also may (HV) possess that part,
which never shall (HV) decay.

Keep always GOD (PN) before your eyes,
with all your whole intent,
Commit no sin in any wise,
keep his commandment.

Abhor that arrant whore of ROME (PN),
and all her blasphemies,
And drink not of her cursed cup;
obey not her decrees.

Give honor to your mother dear,
remember well her pain,
And recompense her in her age,
with the like love again.

Be always ready for her help,
and let (HV) her not decay,
Remember well your father all,
who would (HV) have (HV) been your stay.

Give of your portion to the poor,
as riches do (HV) arise,
And from the needy naked soul,
turn not away your eyes :

For he that doth (HV) not hear the cry
of those that stand in need,
Shall (HV) cry himself and not be (HV) heard,
when he does (HV) hope to speed.

If GOD (PN) hath (HV) given you increase,
and blessed well your store,
Remember you are (HV) put in trust,
and should (HV) relieve the poor.

Beware of foul and filthy lust,
let (HV) such things have no place,
Keep clean your vessels in the LORD (PN),
that he may (HV) you embrace.

Ye are the temples of the LORD (PN),
for you are (HV) dearly bought,
And they that do (HV) defile the same,
shall (HV) surely come to nought.

Be never proud, by any means,
build not your house too high,
But always have before your eyes,
that you are (HV) born to die.

Defraud not him that hired is (HV),
your labour to sustain,
But pay him still, without delay,
his wages for his pain.

And as you would that other men
against you should (HV) proceed,
Do you the same to them again,
when they do (HV) stand in need.

Impart your portion to the poor,
in money and in meat
And send the feeble fainting soul,
of that which you do (HV) eat.

Circle all **nouns**; also label **proper nouns** (PN).
Underline all **verbs**; also label **helping verbs** (HV).

ENGLISH GRAMMAR ANSWERS

Ask counsel always of the wise,
give ear unto the end,
And ne'er refuse the sweet rebuke
of him that is thy friend.

Be always thankful to the LORD (PN),
with prayer and with praise,
Begging of him to bless your work,
and to direct your ways.

Seek first, I say, the living GOD (PN),
and always him adore,
And then be sure that he will (HV) bless,
your basket and your store.

And I beseech Almighty GOD (PN),
replenish you with grace,
That I may (HV) meet you in the heavens,
and see you face to face.

And though the fire my body burns,
contrary to my kind,
That I cannot (HV) enjoy your love
according to my mind :

Yet I do (HV) hope that when the heavens
shall (HV) vanish like a scroll,
I shall (HV) see you in perfect shape,
in body and in soul.

And that I may (HV) enjoy your love,
and you enjoy the land,
I do (HV) beseech the living LORD (PN),
to hold you in his hand.

Though here my body be (HV) adjudg'd
in flaming fire to fry,
My soul I trust, will (HV) straight ascend
to live with GOD (PN) on high.

What though this carcass smart awhile
what though this life decay,
My soul I hope will (HV) be with GOD (PN),
and live with him for aye.

I know I am (HV) a sinner born,
from the original,
And that I do (HV) deserve to die
by my fore-father's fall :

But by our SAVIOUR's precious blood,
which on the cross was (HV) spilt,
Who freely offer'd up his life,
to save our souls from guilt :

I hope redemption I shall (HV) have,
and all who in him trust,
When I shall (HV) see him face to face,
and live among the just.

Why then should (HV) I fear death's grim look
since CHRIST (PN) for me did (HV) die,
For King and Caesar, rich and poor,
the force of death must (HV) try.

When I am (HV) chained to the stake,
and fagots girt me round,
Then pray the LORD (PN) my soul in heaven
may (HV) be (HV) with glory crown'd.

Come welcome death the end of fears,
I am (HV) prepar'd to die :
Those earthly flames will (HV) send my soul
up to the LORD (PN) on high.

Farewell my children to the world,
where you must (HV) yet remain ;
The LORD (PN) of hosts be your defence,
'till we do (HV) meet again.

Farewell my true my loving wife,
my children and my friends,
I hope in heaven to see you all,
when all things have their end.

If you go on to serve the LORD (PN),
as you have (HV) now begun,
You shall (HV) walk safely all your days,
until your life be (HV) done.

GOD (PN) grant you so to end your days,
as he shall (HV) think it best,
That I may (HV) meet you in the heavens,
where I do (HV) hope to rest.

ENGLISH GRAMMAR ANSWERS

Psalms of Degrees

Psalms 121

I will (HV) lift up mine eyes unto the mountains,
from whence my help shall (HV) come.
Mine help cometh from the Lord (PN),
which hath (HV) made the heaven and the
earth.

He will (HV) not suffer thy foot to slip:
for he that keepeth thee, will (HV) not slumber.
Behold, he that keepeth Israel (PN),
will (HV) neither slumber nor sleep.

The Lord (PN) is thy keeper:
the Lord (PN) is thy shadow at thy right hand.
The sun shall (HV) not smite thee by day,
nor the moon by night.

The Lord (PN) shall (HV) preserve thee from all
evil:

he shall (HV) keep thy soul.

The Lord (PN) shall (HV) preserve thy going out,
and thy coming in from henceforth and forever.

Psalms 122

I rejoiced when they said to me,
We will (HV) go into the house of the Lord (PN).
Our feet shall (HV) stand in thy gates, O
Jerusalem (PN).

Jerusalem (PN) is (HV) built as a city,
that is compact together in itself:
Whereunto the Tribes, even the Tribes of the
Lord (PN) go up according to the testimony to
Israel (PN),

to praise the Name of the Lord (PN).
For there are (HV) thrones set for judgment,
even the thrones of the house of David (PN).

Pray for the peace of Jerusalem (PN):
let (HV) them prosper that love thee.

Peace be within thy walls,
and prosperity within thy palaces.

For my brethren and neighbors' sakes,

I will (HV) wish thee now prosperity.

Because of the House of the Lord (PN) our God
(PN),

I will (HV) procure thy wealth.

Circle all **nouns**; also label **proper nouns** (PN).
Underline all **verbs**; also label **helping verbs** (HV).

ENGLISH GRAMMAR ANSWERS

Psalm 127

Except the Lord (PN) build the house, they labor
in vain that build it:

except the Lord (PN) keep the city, the keeper
watcheth in vain.

It is in vain for you to rise early, and to lie down
late, and eat the bread of sorrow:
but he will (HV) surely give rest to his beloved.

Behold, children are the inheritance of the Lord
(PN),

and the fruit of the womb his reward.

As are the arrows in the hand of the strong man;
so are the children of youth.

Blessed is (HV) the man that hath his quiver full
of them: for they shall (HV) not be (HV)
ashamed,

when they speak with their enemies in the gate.

Psalm 128

Blessed is (HV) everyone that feareth the Lord
(PN),

and walketh in his ways.

When thou eatest the labors of thine hands,
thou shalt (HV) be (HV) blessed, and it shall (HV)
be well with thee.

Thy wife shall (HV) be as the fruitful vine on the
sides of thine house,

and thy children like the olive plants round
about thy table.

Lo, surely thus shall (HV) the man be (HV)
blessed,

that feareth the Lord (PN).

The Lord (PN) out of Zion (PN) shall (HV) bless
thee,

and thou shalt (HV) see the wealth of Jerusalem
(PN) all the days of thy life.

Yea, thou shalt (HV) see thy children's children,
and peace upon Israel (PN).

Psalms 133–134

Behold, how good and how comely a thing it is,
brethren to dwell even together.

It is like to the precious ointment upon the head,
that runneth down upon the beard, even unto
Aaron's beard,

which went down on the border of his garments,

And as the dew of Hermon (PN) which falleth
upon the mountains of Zion (PN):

for there the Lord (PN) appointed the blessing
and life forever.

Behold, praise ye the Lord (PN), all ye servants
of the Lord (PN),

ye that by night stand in the house of the Lord
(PN).

Lift up your hands to the Sanctuary,

and praise the Lord (PN).

The Lord (PN) that hath (HV) made heaven and
earth,

bless thee out of Zion (PN).

ENGLISH GRAMMAR ANSWERS

Jonah 1-2

Jonah 1

The word of the Lord (PN) came also unto Jonah (PN) the son of Amittai (PN), saying, Arise, and go to Nineveh (PN), that great city, and cry against it: for their wickedness is (HV) come up before me. But Jonah (PN) rose up to flee into Tarshish (PN), from the presence of the Lord (PN), and went down to Japho (PN): and he found a ship going to Tarshish (PN): so he paid the fare thereof, and went down into it, that he might (HV) go with them unto Tarshish (PN), from the presence of the Lord (PN).

But the Lord (PN) sent out a great wind into the sea, and there was a mighty tempest in the sea, so that the ship was like to be (HV) broken. Then the mariners were afraid, and cried every man unto his god, and cast the wares that were in the ship, into the sea, to lighten it of them: but Jonah (PN) was (HV) gone down into the sides of the ship, and he lay down, and was fast asleep. So the shipmaster came to him, and said unto him, What meanest thou, O sleeper? Arise, call upon thy God (PN), if so be that God (PN) will (HV) think upon us, that we perish not.

And they said everyone to his fellow, Come, and let (HV) us cast lots, that we may (HV) know for whose cause this evil is upon us. So they cast lots, and the lot fell upon Jonah (PN). Then said they unto him, Tell us for whose cause this evil is upon us? What is thine occupation? and whence comest thou? which is thy country? and of what people art thou? And he answered them, I am an Hebrew (PN), and I fear the Lord God (PN) of heaven, which hath (HV) made the sea, and the dry land. Then were the men exceedingly afraid, and said unto him, Why hast (HV) thou done this? (for the men knew that he fled from the presence of the Lord (PN), because he had (HV) told them.)

Circle all **nouns**; also label **proper nouns** (PN).
Underline all **verbs**; also label **helping verbs** (HV).

ENGLISH GRAMMAR ANSWERS

Then said they unto him, What shall (HV) we do unto thee, that the sea may (HV) be calm unto us? (for the sea wrought, and was troublous.) And he said unto them, Take me, and cast me into the sea: so shall (HV) the sea be calm unto you: for I know that for my sake this great tempest is upon you. Nevertheless the men rowed to bring it to the land, but they could not: for the sea wrought, and was troublous against them. Wherefore they cried unto the Lord (PN), and said, We beseech thee, O Lord (PN), we beseech thee, let (HV) us not perish for this man's life, and lay not upon us innocent blood: for thou, O Lord (PN), hast (HV) done as it pleased thee. So they took up Jonah (PN), and cast him into the sea, and the sea ceased from her raging. Then the men feared the Lord (PN) exceedingly, and offered a sacrifice unto the Lord (PN), and made vows.

Now the Lord (PN) had (HV) prepared a great fish to swallow up Jonah (PN): and Jonah (PN) was in the belly of the fish three days and three nights.

Jonah 2

Then Jonah (PN) prayed unto the Lord (PN) his God (PN) out of the fish's belly, And said,

I cried in mine affliction unto the Lord (PN),
and he heard me:
out of the belly of hell cried I,
and thou hearest my voice.
For thou hadst (HV) cast me into the bottom
in the midst of the sea,
and the floods compassed me about:
all thy surges, and all thy waves passed over me.
Then I said, I am (HV) cast away out of thy sight:
yet will (HV) I look again toward thine holy
Temple.

The waters compassed me about unto the soul:
the depth closed me round about,
and the weeds were (HV) wrapped about mine
head.

I went down to the bottom of the mountains:
the earth with her bars was about me forever,
yet hast (HV) thou brought up my life from the
pit,

O Lord (PN) my God (PN).

When my soul fainted within me,

I remembered the Lord (PN):

and my prayer came unto thee

into thine holy Temple.

They that wait upon lying vanities, forsake their
own mercy.

But I will (HV) sacrifice unto thee with the voice
of thanksgiving,

and will (HV) pay that that I have (HV) vowed:
salvation is of the Lord (PN).

And the Lord (PN) spoke unto the fish, and it
cast out Jonah (PN) upon the dry land.

ENGLISH GRAMMAR ANSWERS

John 1:1–14; chapter 17

John 1:1–14

In the beginning was that Word (PN), and that Word (PN) was with God (PN), and that Word (PN) was God (PN). This same was in the beginning with God (PN). All things were (HV) made by it, and without it was (HV) made nothing that was (HV) made. In it was life, and that life was the light of men. And that light shineth in the wilderness, and the darkness comprehendeth it not.

There was a man sent from God (PN), whose name was John (PN). This same came for a witness, to bear witness of that light, that all men through him might (HV) believe. He was not that light, but was (HV) sent to bear witness of that light. This was that true light, which lighteth every man that cometh into the world. He was in the world, and the world was (HV) made by him: and the world knew him not. He came unto his own, and his own received him not. But as many as received him, to them he gave prerogative to be the sons of God (PN), even to them that believe in his Name, Which are (HV) born not of blood, nor of the will of the flesh, nor of the will of man, but of God (PN). And that Word (PN) was (HV) made flesh, and dwelt among us, (and we saw the glory thereof, as the glory of the only begotten Son (PN) of the Father (PN)) full of grace and truth.

John 17

These things spake Jesus (PN), and lift up his eyes to heaven, and said, Father (PN), that hour is (HV) come: glorify thy Son (PN), that thy Son (PN) also may (HV) glorify thee, As thou hast (HV) given him power over all flesh, that he should (HV) give eternal life to all them that thou hast (HV) given him. And this is life eternal, that they know thee to be the only very God (PN), and whom thou hast (HV) sent, Jesus Christ (PN). I have (HV) glorified thee on the earth: I have (HV) finished the work which thou gavest me to do. And now glorify me, thou Father (PN), with thine own self, with the glory which I had with thee before the world was.

Circle all **nouns**; also label **proper nouns** (PN).
Underline all **verbs**; also label **helping verbs** (HV).

ENGLISH GRAMMAR ANSWERS

I have (HV) declared thy Name unto the men which thou gavest me out of the world: thine they were, and thou gavest them me, and they have (HV) kept thy word. Now they know that all things whatsoever thou hast (HV) given me, are of thee. For I have (HV) given unto them the words which thou gavest me, and they have (HV) received them, and have (HV) known surely that I came out from thee, and have (HV) believed that thou hast (HV) sent me. I pray for them: I pray not for the world, but for them which thou hast (HV) given me: for they are thine. And all mine are thine, and thine are mine, and I am (HV) glorified in them. And now am I no more in the world, but these are in the world, and I come to thee. Holy Father (PN), keep them in thy Name, even them whom thou hast (HV) given me, that they may (HV) be one as we are. While I was with them in the world, I kept them in thy Name: those that thou gavest me, have (HV) I kept, and none of them is (HV) lost, but the child of perdition, that the Scripture (PN) might (HV) be (HV) fulfilled.

And now come I to thee, and these things speak I in the world, that they might (HV) have my joy fulfilled in themselves. I have (HV) given them thy word, and the world hath (HV) hated them, because they are not of the world, as I am not of the world. I pray not that thou shouldest (HV) take them out of the world, but that thou keep them from evil. They are not of the world, as I am not of the world. Sanctify them with thy truth: thy word is truth. As thou didst (HV) send me into the world, so have (HV) I sent them into the world. And for their sakes sanctify I myself,

that they also may (HV) be (HV) sanctified through the truth.

I pray not for these alone, but for them also which shall (HV) believe in me, through their word, That they all may (HV) be one, as thou, O Father (PN), art in me, and I in thee: even that they may (HV) be also one in us, that the world may (HV) believe that thou hast (HV) sent me. And the glory that thou gavest me, I have (HV) given them, that they may (HV) be one, as we are one, I in them, and thou in me, that they may (HV) be (HV) made perfect in one, and that the world may (HV) know that thou hast (HV) sent me, and hast (HV) loved them as thou hast (HV) loved me.

Father (PN), I will that they which thou hast (HV) given me, be with me even where I am, that they may (HV) behold that my glory, which thou hast (HV) given me: for thou lovedst me before the foundation of the world. O righteous Father (PN), the world also hath (HV) not known thee, but I have (HV) known thee, and these have (HV) known, that thou hast (HV) sent me. And I have (HV) declared unto them thy Name, and will (HV) declare it, that the love wherewith thou hast (HV) loved me, may (HV) be in them, and I in them.

ENGLISH GRAMMAR ANSWERS

Revelation 21–22

And I saw a new heaven, and a new earth: for the first heaven, and the first earth were (HV) passed away, and there was no more sea. And I John (PN) saw the holy city new Jerusalem (PN) come down from God (PN) out of heaven, prepared as a bride trimmed for her husband. And I heard a great voice out of heaven, saying, Behold, the Tabernacle of God (PN) is with men, and he will (HV) dwell with them: and they shall (HV) be his people, and God (PN) himself shall (HV) be their God (PN) with them. And God (PN) shall (HV) wipe away all tears from their eyes, and there shall (HV) be no more death, neither sorrow, neither crying, neither shall (HV) there be anymore pain: for the first things are (HV) passed.

And he that sat upon the throne, said, Behold, I make all things new, and he said unto me, Write: for these things are faithful and true. And he said unto me, It is (HV) done, I am Alpha and Omega, the beginning and the end: I will (HV) give to him that is athirst, of the well of the water of life freely. He that overcometh, shall (HV) inherit all things, and I will (HV) be his God (PN), and he shall (HV) be my Son. But the fearful and unbelieving, and the abominable and murderers, and whoremongers, and sorcerers, and idolaters, and all liars shall (HV) have their part in the lake which burneth with fire and brimstone, which is the second death.

And there came unto me one of the seven Angels, which had the seven vials full of the seven last plagues, and talked with me, saying, Come: I will (HV) show thee the bride the Lamb's wife. And he carried me away in the spirit to a great and an high mountain, and he showed me that great city, that holy Jerusalem (PN), descending out of heaven from God (PN), Having the glory of God (PN), and her shining was like unto a stone most precious, as a jasper stone clear as crystal, And had a great wall and high, and had twelve gates, and at the gates twelve Angels, and the names written which are the twelve tribes of the children of Israel (PN). On the East part there were three gates, and on the North side three gates, on the South side three gates, and on the West side three gates. And the wall of the city had twelve foundations, and in them the names of the Lamb's twelve Apostles.

Circle all **nouns**; also label **proper nouns** (PN).
Underline all **verbs**; also label **helping verbs** (HV).

ENGLISH GRAMMAR ANSWERS

And he that walked with me, had a golden reed, to measure the city withal, and the gates thereof, and the wall thereof. And the city lay foursquare, and the length is as large as the breadth of it, and he measured the city with the reed, twelve thousand furlongs: and the length, and the breadth, and the height of it are equal. And he measured the wall thereof an hundred forty and four cubits, by the measure of man, that is, of the Angel. And the building of the wall of it was of jasper: and the city was pure gold, like unto clear glass. And the foundations of the wall of the city were (HV) garnished with all manner of precious stones: the first foundation was jasper: the second of Sapphire: the third of a Chalcedony: the fourth of an Emerald: The fifth of a Sardonyx: the sixth of a Sardius: the seventh of a Chrysolite: the eight of a Beryl: the ninth of a Topaz: the tenth of a Chrysoprase: the eleventh of a Jacinth: the twelfth an Amethyst. And the twelve gates were twelve pearls, and every gate is of one pearl, and the street of the city is pure gold, as shining glass.

And I saw no Temple therein: for the Lord God Almighty (PN) and the Lamb (PN) are the

Temple of it. And their city hath no need of the Sun, neither of the Moon to shine in it: for the glory of God (PN) did (HV) light it: and the Lamb (PN) is the light of it. And the people which are (HV) saved, shall (HV) walk in the light of it: and the kings of the earth shall (HV) bring their glory and honor unto it. And the gates of it shall (HV) not be (HV) shut by day: for there shall (HV) be no night there. And the glory and honor of the Gentiles (PN) shall (HV) be (HV) brought unto it. And there shall (HV) enter into it none unclean thing, neither whatsoever worketh abomination or lies: but they which are (HV) written in the Lamb's book of life.

And he showed me a pure river of water of life, clear as crystal, proceeding out of the throne of God (PN), and of the Lamb (PN). In the midst of the street of it, and of either side of the river was the tree of life, which bare twelve manner of fruits, and gave fruit every month: and the leaves of the tree served to heal the nations with. And there shall (HV) be no more curse, but the throne of God (PN) and of the Lamb (PN) shall (HV) be in it, and his servants shall (HV) serve him. And they shall (HV) see his face, and his Name shall (HV) be in their foreheads. And there shall (HV) be no night there, and they need no candle, neither light of the Sun: for the Lord God (PN) giveth them light, and they shall (HV) reign for evermore.

And he said unto me, These words are faithful and true: and the Lord God (PN) of the holy Prophets sent his Angel to show unto his servants the things which must (HV) shortly be (HV) fulfilled.

ENGLISH GRAMMAR ANSWERS

Behold, I come shortly. Blessed is (HV) he that keepeth the words of the prophecy of this book.

And I am John (PN), which saw and heard these things: and when I had (HV) heard and seen, I fell down to worship before the feet of the Angel which showed me these things. But he said unto me, See thou do it not: for I am thy fellow servant, and of thy brethren the Prophets, and of them which keep the words of this book: worship God (PN). And he said unto me, Seal not the words of the prophecy of this book: for the time is at hand. He that is unjust, let (HV) him be unjust still: and he which is filthy, let (HV) him be filthy still: and he that is righteous, let (HV) him be righteous still: and he that is holy, let (HV) him be holy still.

And behold, I come shortly, and my reward is with me, to give to every man according as his work shall (HV) be. I am Alpha and Omega, the beginning and the end, the first and the last. Blessed are (HV) they, that do his Commandments, that their right may (HV) be in the tree of Life, and may (HV) enter in through the gates into the City. For without shall (HV) be dogs and enchanters, and whoremongers, and murderers, and idolaters, and whosoever loveth or maketh lies.

I Jesus (PN) have (HV) sent mine Angel, to testify unto you these things in the Churches: I am the root and the generation of David (PN), and the bright morning star.

And the Spirit (PN) and the bride say, Come. And let (HV) him that heareth say, Come: and let (HV) him that is athirst, come: and let (HV) whosoever will, take of the water of life freely. For I protest unto every man that heareth the words of the prophecy of this book, If any man shall (HV) add unto these things, God (PN) shall (HV) add unto him the plagues that are (HV) written in this book. And if any man shall (HV) diminish of the words of the book of this prophecy, God (PN) shall (HV) take away his part out of the book of life, and out of the holy City, and from those things which are (HV) written in this book.

He which testifieth these things, saith, Surely I come quickly, Amen. Even so, come Lord Jesus (PN).

The grace of our Lord Jesus Christ (PN) be with you all, AMEN.

ENGLISH GRAMMAR ANSWERS

AS SOON AS BOYS...

Noah Webster's *Blue Back Speller*, Table XXV

As soon as boys are **large** enough, they run away from home, grow **fond** of play, climb trees to rob **birds'** nests, tear their clothes, and when they come home, their parents often chastise them.—O how the rod makes their legs smart. These are **naughty** boys, who love play better than their books—**cruel** boys who rob birds of their eggs,—**poor** **little** birds which do no harm, which fill the air with the **sweet** melody of their notes, and do much good by devouring the worms, and other insects, which destroy the fruits and herbage.

Adjectives are highlighted in grey.

NOW SEE THE...

Noah Webster's *Blue Back Speller*, Table XXVII

Now see the pears. The harvest pear, **how** yellow. It is ripe, let me pick and eat it. The sugar pear, **how** plump and soft it is; and what a beautiful red covers one side of it. See the catherine pear, and the vergaloo, **how** rich, juicy, and delicious. But the peach—**how** it exceeds all fruit in its delicious flavor; what can equal its fragrance, and **how** it melts upon the tongue. The nutmeg, the rare-ripe with its blushing cheek, the white cling-stone with its crimson hue, and all the varieties of the free-stones. Such are the rich bounties of nature, bestowed on man to please his taste, preserve his health, and draw his grateful heart towards the Author of his happiness.

Adverbs are highlighted in grey.

LESSON I

Noah Webster's *Blue Back Speller*, Table XXIX

Be **not** (be, simple, negation) anxious for your life, what ye shall eat, or what ye shall drink; nor for your body, what ye shall put on; for your heavenly Father knoweth that ye have need of these things.

Behold the fowls of the air: For they sow **not** (sow, simple, negation), neither do they reap, nor gather into barns; yet your heavenly Father feedeth them.

Consider the lilies of the field, **how** (grow, simple, manner) they grow; they toil **not** (toil, simple, negation), neither do they spin: and yet Solomon in all his glory was **not** (arrayed, simple, negation) arrayed **like** (arrayed, simple, manner or degree) one of these.

Adverbs are highlighted in grey.

LESSON II

Noah Webster's *Blue Back Speller*, Table XXIX

Therefore (be, simple, cause) be **not** (be, simple, negation) anxious for the good things of this life, but seek **first** (seek, simple, time) the kingdom of heaven and its righteousness, and all these things shall be added to you.

Ask and it shall be given unto you: Seek and ye shall find: Knock and it shall be opened.

Love your enemies; bless them that curse you; do good unto them that hate you; and pray for them that **scornfully** (modifies 2 verbs—use and persecute, flexional, manner) use you and persecute you.

Adverbs are highlighted in grey.

ENGLISH GRAMMAR ANSWERS

LESSONS III–IV

Noah Webster's *Blue Back Speller*, Table XXIX

When (prayest, simple, time) thou prayest, be not (be, simple, negation) as the hypocrites, who love to pray standing in the synagogues, and in the streets, that they may be seen of men: But when (prayest, simple, time) thou prayest, enter into thy closet, and when (shut, simple, time) thou hast shut thy door, pray to thy Father who is in secret, and thy Father who seeth in secret shall reward thee openly (reward, flexional, manner).

Lay not (lay, simple, negation) up (lay, simple, place) for yourselves treasures on earth, where (corrupt, simple, place) moth and rust doth corrupt, and where (break & steal, simple, place) thieves break through (break, simple, degree) and steal; but lay up (lay, simple, place) for yourselves treasures in heaven, where (corrupt, simple, place) neither moth nor rust doth corrupt, and where (break & steal, simple, place) thieves do not (break & steal, simple, negation) break through (break, simple, degree) and steal: For where (is, simple, place) your treasure is, there (be, simple, place) will your heart be also (be, simple, degree).

Adverbs are highlighted in grey.

THE LAMB

Noah Webster's *Blue Back Speller*, Table XXXI

A young and feeble Lamb, as Emily pass'd,
In pity she turn'd to behold:
How it shiver'd and shrunk from the merciless blast,
Then fell all benumb'd with the cold.

She rais'd it, and touch'd with the innocent's fate,
Its soft form to her bosom she prest;
But the tender relief was afforded too late,
It bleated, and died on her breast.

The moralist then, as the corse she resign'd,
And weeping, spring-flowers o'er it laid,
Thus mus'd, "So it fares with the delicate mind,
To the tempest of fortune betray'd:

"Too tender, like thee, the rude shock to sustain,
"And deni'd the relief which would save,
"She's lost, and when pity and kindness are vain,
"Thus we dress the poor sufferer's grave."

Prepositions are highlighted in grey.

THE ROSE

Noah Webster's *Blue Back Speller*, Table XXXI

The rose had been wash'd, lately wash'd in a show'r,
That Julia to Emma convey'd;
A plentiful moisture encumber'd the flow'r,
And weigh'd down its beautiful head.

The cup was all fill'd, and the leaves were all wet,
And seem'd, at a fanciful view,
To weep with regret, for the buds it had left
On the flourishing bush where it grew.

I hastily seiz'd it, unfit as it was
For a nosegay, so dripping and drown'd;
And shaking it rudely—too rudely, alas!
I snapt it—it fell to the ground.

"And such," I exclaim'd, "is the pitiless part
"Some act by the delicate mind;
"Regardless of wringing and beaking a heart
"Already to sorrow resign'd.

"This beautiful rose, had I shaken it less,
"Might have bloom'd with the owner a while;
"And the tear that is wip'd, with a little address,
"May be follow'd, perhaps, with a smile."

Prepositions are highlighted in grey.

ENGLISH GRAMMAR ANSWERS

THE BIRD'S NEST

Noah Webster's *Blue Back Speller*, Table XXIX

Yes, little nest, I'll hold you fast,
And little birds, one, two, three, four;
I've watch'd you long, you're mine **at** last;
Poor little things, you'll 'scape no more.

Chirp, cry, and flutter, as you will,
Ah! simple rebels, 'tis **in** vain;
Your little wings are unfledg'd still,
How can you freedom then obtain?

What note **of** sorrow strikes my ear;
Is it their mother thus distress?
Ah yes, and see, their father dear
Flies round and round, to seek their nest.

And is it I who cause their moan?
I, who so oft **in** summer's heat,
Beneath the oak have laid me down
To listen **to** their songs so sweet?

If **from** my tender mother's side,
Some wicked wretch should make me fly,
Full well I know, 'twould her betide,
To break her heart, to sink, to die.

And shall I then so cruel prove,
Your little ones to force away!
No, no; together live and love;
See here they are—take them, I pray.

Teach them **in** your wood to fly,
And let them your sweet warbling hear,
Till their own wings can soar as high,
And their own notes may sound as clear.

Go, gentle birds; go, free as air,
While oft again **in** summer's heat,
To yonder oak I will repair,
And listen **to** your song so sweet.

Prepositions are
highlighted in grey.

ON A GOLDFINCH STARVED IN HIS CAGE

Noah Webster's *Blue Back Speller*, Table XXIX

Time was when I was free as air,
The thistle's downy seed my fare,
My drink the morning dew;
I perch'd at will on every spray,
My form genteel, my plumage gay.
My strains for ever new.

But gaudy plumage, sprightly strain,
And form genteel, were all in vain,
And of a transient date;
For caught **and** cag'd, **and** starv'd to death,
In dying sighs, my little breath
Soon pass'd the wiry grate.

Thanks, little Miss, for all my woes,
And thanks for this effectual close,
And cure of every ill:
More cruelty could none express;
And I, if you had shown me less,
Had been your pris'ner still.

Conjunctions are
highlighted in grey.

ENGLISH GRAMMAR ANSWERS

LESSONS I-IV

Noah Webster's *Blue Back Speller*, Table XX

My son, hear the counsel of thy father, **and** forsake not the law of thy mother.

If sinners entice thee to sin, consent thou not.

Walk not in the way with them; refrain thy feet from their path, **for** their feet run to evil, **and** make haste to shed blood.

Be not wise in thine own eye; **but** be humble.

Let truth only proceed from thy mouth.—Despise not the poor, because he is poor; **but** honor him who is honest **and** just. Envy not the rich, **but** be content with thy fortune. Follow peace with all men, **and** let wisdom direct thy steps.

Happy is the man that findeth wisdom. She is of more value than rubies. Length of days is in her right hand, **and** in her left hand, riches **and** honor. Her ways are pleasant, **and** all her paths are peace. Exalt her **and** she shall promote thee: She shall bring thee to honor, when thou dost embrace her.

The ways of virtue are pleasant, **and** lead to life; **but** they who hate wisdom, love death. Therefore pursue the paths of virtue **and** peace, then safety **and** glory will be thy reward. All my delight is upon the saints that are in the earth, **and** upon such as excel in virtue.

Conjunctions are highlighted in grey.

SELECT SENTENCES

Noah Webster's *Blue Back Speller*, Table XXXV

Never (adv) speak (v) of (prep) a (adj) man's (adj) virtues (n) to (prep) his (pn) face (n), nor (c) of (prep) his (pn) faults (n) behind (prep) his (pn) back (n); thus (adv) you (pn) will (v) equally (adv) avoid (v) flattery (n) which (pr) is (v) disgusting (v-adj), and (c) slander (n) which (pn) is (v) criminal (adj).

If (v¹) you (pn) are (v) poor (adj), labour (n) will (v) procure (v) you (pn) food (n) and (c) clothing (n)—if (v) you (pn) are (v) rich (adj), it (pn) will (v) strengthen (v) the (adj) body (n), invigorate (v) the (adj) mind (n), and (c) keep (v) you (pn) from (prep) vice (n).—Every (adj) man (n) therefore (adv) should (v) be (v) busy (adj) in (prep) some (adj) employment (n).

Noun (n), Verb (v), Adjective (adj), Adverb (adv), Pronoun (pn), Preposition (prep), Conjunction (c), Interjection (i). Special case: When a past or present verb participle is acting like an adjective, it is labeled v-adj.

TABLE III: THE FOX AND THE SWALLOW

Noah Webster's *Blue Back Speller*, Table XXXVI

Aristotle (n) informs (v) us (pn), that (pn²) the (adj) following (v-adj) fable (n) was (v) spoken (v-adj) by (prep) Esop (n) to (prep) the (adj) Samians (n), on (prep) a (adj) debate (n) upon (prep) changing (n) their (pn) ministers (n), who (pn) were (v) accused (v-adj) of (prep) plundering (n) the (adj) commonwealth (n).

A (adj) Fox (n) swimming (v) across (prep) a (adj) river (n), happened (v) to (adv) be (v) entangled (v-adj) in (prep) some (adj) weeds (n) that (pn) grew (v) near (adj) the (adj) bank (n) from (prep) which (pn) he (pn) was (v) unable (adj) to (adv) extricate (v) himself (pn). As (adv) he (pn) lay (v) thus (adv) exposed (v-adj) to (prep) whole (adj) swarms (n) of (prep) flies (n), which (pn) were (v) galling (v) him (pn) and (c) sucking (v) his (pn) blood (n), a (adj) swallow (n), observing (v) his (pn) distress (n), kindly (adv) offered (v) to (adv) drive (v) them (pn) away (adv). By (prep) no (adj) means (n), said (v) the (adj) Fox (n): for (c) if (v) these (pn) should (v) be (v) chased (v-adj) away (adv), which (pn) are (v) already (adv) sufficiently (adv) gorged (adj), another (adj) more (adv) hungry (adj) swarm (n) would (v) succeed (v), and (c) I (pn) should (v) be (v) robbed (v-adj) of (prep) every (adj) remaining (v-adj) drop (n) of (prep) blood (n) in (prep) my (pn) veins (n).

TABLE V: THE FOX AND THE BRAMBLE

Noah Webster's *Blue Back Speller*, Table XXXVI

A (adj) Fox (n), closely (adv) pursued (v-adj) by (prep) a (adj) pack (n) of (prep) Dogs (n), took (v) shelter (n) under (prep) the (adj) covert (n) of (prep) a (adj) Bramble (n). He (pn) rejoiced (v) in (prep) this (adj) asylum (n); and (c) for (prep) a (adj) while (n), was (v) very (adv) happy (adj); but (c) soon (adv) found (v) that (pn) if (v) he (pn) attempted (v) to (adv) stir (v), he (pn) was (v) wounded (v-adj) by (prep) thorns (n) and (c) prickles (n) on (prep) every (adj) side (n). However (adv), making (v) a (adj) virtue (n) of (prep) necessity (n), he (pn) forbore (v) to (adv) complain (v); and (c) comforted (v) himself (pn) with (prep) reflecting (v) that (pn) no (adj) bliss (n) is (v) perfect (adj); that (pn) good (n) and (c) evil (n) are (v) mixed (v-adj), and (c) flow (v) from (prep) the (adj) same (adj) fountain (n). These (adj) Briars (n), indeed (adv), said (v) he (pn), will (v) tear (v) my (pn) skin (n) a (adj) little (n), yet (c) they (pn) keep (v) off (prep) the (adj) dogs (n). For (prep) the (adj) sake (n) of (prep) the (adj) good (n) then (adv) let (v) me (pn) bear (v) the (adj) evil (n) with (prep) patience (n); each (adj) bitter (n) has (v) its (pn) sweet (n); and (c) these (adj) Brambles (n), though (adv³) they (pn) wound (v) my (pn) flesh (n), preserve (v) my (pn) life (n) from (prep) danger (n).

² See Webster's 1828 *Dictionary* for explanation.

³ See Webster's 1828 *Dictionary* for explanation.

¹ See Webster's 1828 *Dictionary* for explanation.

ARITHMETIC ANSWERS

ADDITION TABLE

+	1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10	11
2	3	4	5	6	7	8	9	10	11	12
3	4	5	6	7	8	9	10	11	12	13
4	5	6	7	8	9	10	11	12	13	14
5	6	7	8	9	10	11	12	13	14	15
6	7	8	9	10	11	12	13	14	15	16
7	8	9	10	11	12	13	14	15	16	17
8	9	10	11	12	13	14	15	16	17	18
9	10	11	12	13	14	15	16	17	18	19
10	11	12	13	14	15	16	17	18	19	20

ARITHMETIC ANSWERS

MULTIPLICATION TABLE

x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

My son, if thou wilt receive my words,
and hide my commandments within thee,

And cause thine ears to hearken unto wisdom,
and incline thine heart to understanding,

(For if thou callest after knowledge,
and cryest for understanding:

If thou seekest her as silver,
and searchest for her as for treasures,

Then shalt thou understand the fear of the Lord,
and find the knowledge of God.

For the Lord giveth wisdom,
out of his mouth cometh knowledge and understanding.

He preserveth the state of the righteous,
he is a shield to them that walk uprightly,

That they may keep the ways of judgment:
and he preserveth the way of his Saints).

Then shalt thou understand righteousness and judgment, and equity,
and every good path.

Proverbs 2:1–9

WHY DO WE STUDY THESE SUBJECTS?

1ST YEAR
Week 1

SUBJECT & ASSIGNMENT	DAY 1/ SCHOOL DAY	DAY 2	DAY 3	DAY 4	DAY 5
before school					
Daily Bible Reading	Study to show thyself approved unto God a workman that needeth not to be ashamed, dividing the word of truth aright. 2 Timothy 2:15				
Journal & Letters	Ye see how large a letter I have written unto you with mine own hand. Galatians 6:11				
all ages together					
Grammar of Grace	Drill Week 1	Review Week 1	Review Week 1	Review Week 1	Review Week 1
Read Aloud By Father or Mother Bible, Poetry, Short Story, History, Literature					
with mother					
Dictation Blue Back Speller Table II (p. 17)	Then Jeremiah called Baruch the son of Neriah, and Baruch wrote at the mouth of Jeremiah all the words of the Lord, which he had spoken unto him, upon a roll or book. Jeremiah 36:4				
Reading Aloud Blue Back Speller Table XIII (p. 43)	Then afterward he read all the words of the Law, the blessings and cursings, according to all that is written in the book of the Law. Joshua 8:34				
English Grammar Our Mother Tongue Unit 1, Lesson 1 (p. 7-9)	Wherefore then serveth the Law? It was added because of the transgressions, till the seed came, unto the which the promise was made: and it was ordained by Angels in the hand of a Mediator. Galatians 3:19 (Can't understand the New Testament without a firm grasp of Grammar.)				
Latin Artes Latinae Level 1, Book 1: Unit 1	<div>1. Helps us understand English better. (See English Grammar.)</div> <div>2. Is a bridge from English to Greek. (See Greek.)</div> <div>3. Many of our most important Christian writings were written in Latin; you want to be able to read them. Thus saith the Lord, Stand in the ways and behold, and ask for the old way, which is the good way, and walk therein, and ye shall find rest for your souls... Jeremiah 6:16</div>				
Arithmetic Saxon Math 6/5	Now Adam lived an hundred and thirty years, and begat a child in his own likeness after his image, and called his name Seth. And the days of Adam, after he had begotten Seth, were eight hundred years, and he begat sons and daughters. So all the days that Adam lived, were nine hundred and thirty years, and he died. Genesis 5:3-5				
Greek A Greek Alphabetarion and A Greek Hupogrammon	Canst thou speak Greek? Acts 21:37				
Life Skill	Then the Lord God took the man, and put him into the garden of Eden, that he might dress it, and keep it. Genesis 2:15				
independent					
Lesson	I have hid thy promise in mine heart, that I might not sin against thee. Psalm 119:11				
Copywork	For hereunto ye are called: for Christ also suffered for you, leaving you an example that ye should follow his steps... 1 Peter 2:21				
Music Singing and (if applicable) musical instrument practice.	Let the word of Christ dwell in you plenteously in all wisdom, teaching and admonishing your own selves, in Psalms, and hymns, and spiritual songs, singing with a grace in your hearts to the Lord... Colossians 3:16				
Oral Interpretation	I will praise the Lord with my whole heart: I will speak of all thy marvelous works. Psalm 9:1				
Literature & Biography Reading	And he taught them many things in parables... Mark 4:2				
History Reading	We will not hide them from their children, but to the generation to come we will show the praise of the Lord, his power also, and his wonderful works that he hath done. Psalm 78:4				
History Notebook	Note events of interest	Note events of interest	Note events of interest	Note events of interest	Note events of interest
Worldview & Early Understanding What Does the Bible Say about That?	[T]o give unto the simple sharpness of wit, and to the child knowledge and discretion. A wise man shall hear and increase in learning, and a man of understanding shall attain unto wise counsels, to understand a parable, and the interpretation, the words of the wise, and their dark sayings. Proverbs 1:4-6				
Natural Philosophy (Science)	Go to the pismire, O sluggard: behold her ways, and be wise. Proverbs 6:6				