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Questions? Feedback?
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WE PERISH FOR WANT OF WONDER, NOT FOR WANT OF WONDERS.
G. K. Chesterton
FIRST QUARTER
FUN and FOCUS

Prepare yourself for the first weeks of your Foundations adventure with the following advice from fellow Foundations families:

“Read the first 29 pages of your Foundations Curriculum before Week 1. These pages are designed to encourage your heart, educate your mind, and enrich your soul as you begin each cycle. Savor them and prepare for this year’s new adventure!”

“Label all of the supplies you purchase for community day. Everyone’s looks the same when you’re together!”

“Challenge yourself to pack light. Take your Foundations Curriculum with you, along with a notepad and a pen or pencil. Take notes as your child’s tutor leads. This will help as you review memory work later.”

“Purchase a refillable water bottle for you and your child for community day. It saves SO much money on juice boxes!”

“Don’t allow yourself to get overwhelmed. Remember that each new cycle is full of new information. Enjoy every moment!”

Foundations to Challenge Connections
Week 1

While memorizing the history sentence this week, students will learn about Columbus and his voyages of exploration to the New World. This memory peg will provide a foundation for later studies about explorers and early American history. Students will continue to examine leaders and events in American history as they analyze American documents in Challenge I and as they delve more deeply into American history in Challenge III.

PODCAST RECOMMENDATION

Everyday Educator: The Art of Naming

In this episode, join Lisa Bailey, Kelli Wilt, and Jennifer Courtney as they discuss the core habit of naming. They will define naming and discuss how naming is a tool of learning for everyone from preschoolers to parents. Learn how naming allows us to communicate more and more complex ideas and truths to others so that we can truly be a community of learners. Get practical tips for how to foster this core habit at home. Learn how naming encourages conversations that allow us to wrestle with big ideas.

Listen here NOW!
Morning-Time Plans

Bible: John 1:1 (Repeat daily)
Character: ___________

New World Sounds
- Read: Mudjee Monedo
  - Narrate
  - NWE Activity
- Read: The King of Buffalo
  - Narrate
  - NWE Activity
- Poem: “The Buffalo Trail” Read 2 days
  - NWE Activity
  - NWE Activity

Hymn & Patriotic Song
- “Be Thou My Vision”
- “My Country Tis of Thee”

Memory Work
- Day 1 Weekly + All History
- Day 2 Weekly + All Science & Math
- Day 3 Weekly + Geography & Timeline
- Day 4 Weekly + English & Latin

Research & Notebooking
- 50 States: Delaware
- 50 States: Pennsylvania
- Presidents: Washington
- Presidents: Washington

Read-Aloud
- Columbus by D’Aulaire OR
- Pedro’s Journal

Picture Books
- My Feet (Let’s-Read-and-Find-Out Science)
- Bend and Stretch: Learning About Your Bones & Muscles (Amazing Body)
- Animals Christopher Columbus Saw: An Adventure in the the New World by Sandra Markle
- Garfield Discovers America by Jim Kraft
- Maps & Globes by Jack Knowlton
- You Wouldn’t Want to Sail with Christopher Columbus! by Fiona Macdonald
- Ish by Peter Reynolds

Readers
- Christopher Columbus (Step into Reading, Step 3)
- Story of Columbus (DK Reader Level 2)

Notes

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Cultivating Curiosity

Week 1 Focus
Christopher Columbus &
Types of Tissue

Sensory Play
This week, focus on water play. Gather toy boats or make some out of aluminum foil. Test to see if they float. What else floats? What sinks?

Science Activity: Sweat Experiment
The different types of tissue make up our many organs. Using a microscope with slides or the internet, look up the different types of tissue cells. ATTEND: Can you see the differences? Epithelial tissue is what makes up our skin, the largest organ. We are going to do an experiment to see how our skin helps our body cool down.

Mammals are warm-blooded, and we must keep our temperature fairly constant. When it rises or falls by a few degrees, it can mean trouble. Our skin helps carry extra heat away from our body by sweating.

1. Place a small amount of rubbing alcohol into one of the cups and a small amount of water into the other.
2. Either blindfold your partner or have him/her close his/her eyes.
3. Dip one cotton ball into the rubbing alcohol and the other into the water.
4. Dab one wrist with the alcohol and the other with the water.
5. Have your partner tell you which one feels cooler.

Key Idea: Alcohol helps the sweat evaporate faster so your skin feels cooler.

Supplies
- cotton balls
- water
- alcohol
- small bowls
- blindfold

History Activity: Map of the New World

Have students tear the edges of their brown paper bags to mimic the look of old parchment. Then, have them crumple the bag to further the aged look. Help them lightly trace a general outline of the “Old World” (Europe) on the right hand side of the paper and the “New World” (North America” on the left hand side. Use a map or globe to help you, but don’t get too worried about being exact. Make sure you leave some empty space for the Atlantic Ocean between the continents. (Review Cycle 2 Week 1 Geography: Continents & Oceans.)

Paint Europe with brown paint, North America with green paint, and the ocean with blue paint. Using a black marker, mark dashed lines to mimic Columbus’s voyage. Label the land masses with “Spain” and “New World” in black marker.

Key Idea: Columbus showed courage and persistence in finding the New World.

Supplies
- paint & paintbrushes
- brown bag or paper
- black marker
- globe or map

Draw & Craft

Draw & Craft

- How to Draw Columbus (Artimeo)
- How to Draw a Sailboat (Art Hub for Kids)
- How to Fold a Paper Boat (Art Hub for Kids)

Bethany Britton
username: bethanybritton

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Cycle 3, Week 1

Strive to “Play 30 Minutes Every Day” with your Foundations student and have fun memorizing together. Here are some ideas for this week to spark your creativity.

| Math       | 1s: Use silly voices to count by 1s or chant the 1s times table.  
|            | 2s: Hop on one foot to count by 2s or chant the 2s times table. |
| English    | Clap rhythmically to chant the definition of an infinitive. |
| History    | Let your child make up motions to remember the history sentence about Columbus. Some ideas to consider: Use your hands to make a boat to “sail,” use a sign language letter “C” for “Columbus,” and hold up fingers for number words in this sentence. |
| Latin      | A large portion of Cycle 3 Latin is memorizing vocabulary. Chant back and forth with your child with one of you reciting the Latin word and the other, the English word. Switch. You can also make flashcards on index cards and match words with the correct meanings. |
| Timeline   | Chant the first 7 timeline events in order, slowly at first. Repeat events, picking up speed with each repetition. |
| Geography  | Use “show me, tell me” to locate Week 1’s states and capitals on a Cycle 3 map. For younger students, place an M&M™ or piece of cereal on the 5 states and let them eat it when they name the location. |
| Science    | Use motions to chant the four types of tissue. Link fingers together for “connective,” rub hands together for “epithelial,” flex a muscle for “muscle,” and shake whole body for “nerve.” |

Strengthen Your Core

Looking for ways to reinforce the core habits at home this week? The following activities will get you started!

This week, we begin learning the names of the states and capitals of the United States. Find out what the name of your state and its capital are and locate them on a map. Name other cities which are in your state as well. Do you live near your state capital or far away?

Look at the Classical Acts and Facts History Cards for Week 1. List things you notice about the pictures on the front of each card. Which card is your favorite and why?

This week, we are memorizing Latin prepositions. Do you remember the definition of a preposition from Cycle 1, Week 1?

Read Psalm 139:13–14 aloud. As you memorize parts of the body in Cycle 3 this year, think about how God has carefully knit you together. In which ways has He created YOU for which you are thankful?

Columbus sailed across a large ocean to the Caribbean. Tell a story about one of your favorite trips. What made it memorable? Tell the story for an in-community presentation.

Memory Master Mini Challenges for Weeks 1–6

Want to be a Memory Master? Challenge yourself to master one or more of these goals using the memory work from the first 6 weeks of Cycle 3.

- Recite the timeline events forwards AND backwards.
- Tell a history “story” using the history sentences.
- Draw a map and label the geography memory work.
- Roll a die (or two) and recite the times table of the number you roll.
Great Artists

NAMING
What is this? What do you see? Can you tell me the name of the artist?

ATTENDING
What things do you see in this picture? How is this artwork like another one you are familiar with? How is it different? When was this artwork created?

MEMORIZING
What memory work do we know that connects with this piece of art? Where on our timeline would this piece of art belong? Do we know any Bible verses that speak to what we see in this piece of art?

EXPRESSING
Can you recreate a piece of artwork that is similar to this one?

STORYTELLING
If you were a subject in this piece of art, what kind of story could you tell? What do you think is the story behind how and why the artist created this piece of art?

Science

NAMING
What is this? What do you see? What are the supplies we are using for this experiment?

ATTENDING
What do you notice about this experiment? What happened when we did the experiment? What would you do differently if we repeated the experiment?

MEMORIZING
What memory work do we know that connects with this experiment? Do we know any Bible verses that speak to how God created this?

EXPRESSING
Can you draw a picture or tell me what you observed during the experiment?

STORYTELLING
Can you retell how we did the experiment? How would you tell the story differently from the perspective of one of the supplies used?

In Community This Week: Cycle 3, Week 1

- **Hands-On Fine Arts:** This week, your child will begin to explore the “alphabet of shape” from Mona Brookes’s book *Drawing with Children*. He or she will learn OiLS, which consists of circles/dots, straight lines, angled lines, and curved lines. (*Foundations Curriculum*, p. 81)

- **Hands-On Science:** Experiment #68 “Blinking” This week, your child will explore the persistence of vision by completing a fun experiment in community that is an optical illusion.

Refer to your *Foundations Curriculum* for the first 6 weeks

- Hands-On Fine Arts: pages 80 & 252
- Hands-On Science: pages 117 & 260

While your child is “hands on” in community, take some pictures—both for the joy of future reminiscing and to use to continue the conversation at home for the other four days of the week. Enjoy!
Apple Butter Making

Grandma Moses

Weekly @ Home Habit

Review the Scientific Method in each experiment by having your student orally state the experiment’s purpose, hypothesis, materials, etc. One way to do this is to try singing it to the tune of Happy Birthday: “Scientific Method, Purpose, Hypothesis, Materials, Procedure, Results, Conclusion.”

PURPOSE
Stated in the Van Cleave experiment verbiage

HYPOTHESIS
Typed out as the first of my “More Talking Points”

MATERIALS
Hold them up to the students and ask them to name the materials.

PROCEDURE
Go through the steps listed in the experiment together

RESULTS
The “What happened?” of the experiment. Talk about what you saw and if your hypothesis was right or wrong.

CONCLUSION
The “Why did that happen?” of the experiment. Found partially in the Van Cleave “Why?” segments, and explained more fully in my talking points and images

Refer to Van Cleave’s experiments for further notes.

Relate it back to Cycle 3:
Mention how we are studying anatomy, chemistry, and probability in our experiments and our new grammar pegs. Some have been done for you and are in light blue. Find your best way to explain how learning about God’s creation is learning more about God’s character and what He has done for us.

Based on the original and expanded version from CC Connected username: nicoleliem
More Talking Points

- **Hypothesis:** What will be different when I roll the pencil fast vs. slow?

- This experiment deals with our brain as part of our nervous system (week 4), our nervous tissue (week 1), and our sight as one of our 5 senses (week 5). We’ll talk about eyes in the next experiment.

- This is an optical illusion. Even when one image has technically disappeared, your brain holds onto the information a little longer. Your brain “persists,” so it’s called “Persistence of Vision.”

- First your eyes see the picture as light reflects off the paper. Then the information is sent from your eye to your brain through your nervous system.

- Your nervous system responds to changes, or stimuli in your environment that need a response. Nerve cells, or Neurons, transmit messages to our spinal cord and brain. Neurons form long chains and pass messages along from one to the other.

- We have 2 nervous systems, but the one that includes our brain and spinal cord is called the Central Nervous System.

- All the other nerves belong to the Peripheral Nervous System, and they can be nerves attached to your 5 Senses (Sensory Nerves) like sight, or nerves attached to moving your muscles (Motor Nerves). Even these can be broken down further into voluntary, controllable movements called the Somatic Nervous System, or involuntary, automatic movements like breathing or digesting called the Autonomic Nervous System.

- Your brain has different parts to it, and each part controls different actions. (See images on the next page showing what different parts of the brain do.)

- You can actually feel your nerves in action— if you ever cross your legs too long, you’re pinching your nerves. When you stand up and let them start working again, they get tingly!
Dendrites receive signals.

The axon in the middle transmits signals, and is protected by a Myelin Sheath.

Information is passed onto the next Neuron through the Synapse space between.

BRAIN PARTS

Nucleus

Cerebrum:
Thoughts, Actions, 5 Senses, and Your Voluntary Actions

Cerebellum:
Coordination, Balance, Motor Control

Brain Stem:
Involuntary Automatic Actions (heartbeat, breathing, digesting…)

Spinal cord

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I am part of a couple of groups on Facebook of Classical Conversations moms. There are many good ideas on there, but there are also some frustrations vented by moms beginning their Classical Conversations journey. I have seen women say they were giving it X number of weeks and then putting their children in public school. I have seen mothers of four-year-olds frustrated that their children won’t sit still for three hours to do memory work. Here is some small advice from me (please take it cum grano salis, with a grain of salt)

Until my oldest daughter, at age 7, decided that she was interested in being a Memory Master, we did not make an effort to memorize everything. We listened to the Memory Work CD incessantly in the car. She learned the history songs and, now that we have the stellar timeline song, the timeline. We talked about the memory work. We familiarized ourselves with it, but that was it.

If you try to force your child to learn all the memory work at a young age, one of you will be burned out by the end of Foundations. The other of you will probably hate learning. If your child starts Foundations at age four, he/she will go through each cycle two or three times. What fun will it be the second and third time, if he/she knows everything already? Picture the memory work as a spiral.

Each time you go through the cycle, the spiral is getting bigger because you are adding to it. The first year we did Cycle 3, my daughter could not read yet. She memorized the history songs and we drew pictures of each sentence. We talked about how organized God made our bodies. We played and had fun. That was about it. The second time, she was a reader but not really, really independent yet. This time, we wrote the history sentences and did some games. We also listened to the corresponding Story of the World audio book. Luckily, my dad had gotten her a Kindle for Christmas. She had an app on the Kindle with the states and an app about human anatomy. She played and learned about both. We read more concerning history and science together. It was fun. This is the third and final time she is doing Cycle 3. This time, she is a totally independent reader. We read some fun chapter books together like Johnny Tremain to prepare for (gulp) when she is in Challenge A. She reads nonfiction and fiction related to the history and science by herself. She has some books similar to textbooks which we use to acclimate her to using official textbooks (we talk about layout, skimming, scanning, bold-faced words, etc.). I am always looking for readers and for audio books related to our subjects. Foundations is designed for this spiraling and scaffolding. As a Challenge Tutor, I attest that it has helped me immensely to have gone through the three cycles, and each time I learn more!

to be continued in next week’s issue...
WELCOME TO A LIFE OF HIDE AND SEEK.

LEIGH BORTINS

Foundations Curriculum, page 3
Memoria Map

Program this map with reflections from community that you wish to remember at home this week.

<table>
<thead>
<tr>
<th>Date:</th>
<th>Week:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Hands-On Science**
What was the experiment/project about today? What skills did we learn?

**Hands-On Fine Arts**
What was the project today? What skills did we learn?

**Presentations**
What did my child present? What do we need to work on for next week?

**New Grammar**
How did my child’s tutor introduce new memory work?

- History
- Math
- Geography
- Science
- Latin
- English Grammar
- Timeline

**Grammar Review**
What game did we play?
We would like to thank the following creators for sharing their time and talents with the CC Connected community.

**Science**
- dmimiaga

**History**
- agravagne
- leahcherry
- sandrahomemaker

**English Grammar**
- dmimiaga

**Timeline**
- sheriellis

**Latin**
- cjshowalter

**Math**
- sheriellis

**Geography**
- cjshowalter
- sirvin
- ashjhnstn

**Fine Arts**
- sirvin

**New World Echoes Activities**
- Caitlin Lynch

"The classical tools allow us to include classical content in our decisions."

LEIGH BORTINS

Print the following pages to enrich your Foundations studies at home. Make certain to narrow your page range to only those desired in order to conserve ink and paper.
What are four types of tissue?

The term tissue is used to describe a group of cells that are similar in structure and perform a specific function.

Histology is the field of study that involves the microscopic examination of tissue appearance, organization, and function.

Tissues are organized into four broad categories based on structural and functional similarities. These categories are epithelial, connective, muscle, and nervous.

The primary tissue types work together to contribute to the overall health and maintenance of the human body. Thus, any disruption in the structure of a tissue can lead to injury or disease.

- Epithelial tissue refers to groups of cells that cover the exterior surfaces of the body, line internal cavities and passageways, and form certain glands.

- Connective tissue, as its name implies, binds the cells and organs of the body together.

- Muscle tissue contracts forcefully when excited, providing movement.

- Nervous tissue is also excitable, allowing for the generation and propagation of electrochemical signals in the form of nerve impulses that communicate between different regions of the body.

You made me; You created me.
Now give me the sense to follow Your commands.
Psalms 119:73
What are four types of tissue?

- Connective
  - Supporting & transporting
  - Protect and bind together

- Epithelial
  - Líneas y cubren superficies

- Muscle
  - Produces movement
  - Contracting

- Nerve
  - Receive stimuli and conduct impulses
  - Communicating

Use your dictionary to define each term.

**Cells:**

**Tissue:**

**Structure:**

**Histology:**

**Use your dictionary to define each term.**

Escribe los cuatro tipos de tejidos en español.

- Tejido conectivo
- Tejido epitelial
- Tejido muscular
- Tejido nervioso

**You made me; you created me.**

*Psalms 119:73*
What are four types of tissue?

Draw the four types of tissue

- Connective tissue
- Epithelial tissue
- Muscle tissue
- Nerve tissue
Write the type of tissue and the function that belongs to each image.

Supporting & transporting protect and bind together

Lines and covers surfaces

Produces movement Contracting

Receive stimuli and conduct impulses Communicating
In 1492, Columbus made the first of four trips to the Caribbean on three Spanish ships named the *Niña*, the *Pinta*, and the *Santa María*. 
History Research

Read timeline cards and books related to this week’s history topic. Then answer the questions below. Be sure to list your sources.

**Who**

List names of the persons or groups of people that are mentioned. How are they related to each other? Have you heard of them before? What else did they do that is important?

---

**What**

Can you give more details or interesting facts about what happened? Was this event good or bad? How did it affect the people and places involved?

---

**When**

How long ago did this happen? What was the time period called? What else was happening in the world at the time? What happened immediately before or after?
**Where**
In what part of the world did this happen? (continent, country, state, city, body of water, etc.)
Can you find it on a map? How has that area changed as a result of this event.

**Why**
What might have caused this event? Why is it important to us today?

**How**
Draw a picture showing details of this event.

**Sources:**

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An Infinitive

An infinitive is “to” plus a verb, used as a noun, adjective, or adverb.

DAY 1

Complete the sentence.

An Infinite is TO + A VERB

What is an infinitive?

Convert this verbs in infinitive and create your own.

- play
- live
- earn
- love

What is an infinitive?
An Infinitive

An infinitive is “to” plus a verb, used as a noun, adjective, or adverb.

Fill in the gaps with the infinitive form of these verbs: buy, play, drive, sell, study

1. I would like __________ tennis tomorrow.
2. She wants __________ Spanish next year.
3. They decided __________ their house.
4. I learned __________ when I was 17.
5. You need __________ a ticket to go inside.

Fill in the gaps with the infinitive form of the verbs in brackets.

1. We need __________(study) a lot before the geography exam on Friday.
2. She would like __________(meet) her friend for lunch in a restaurant.
3. He wants __________(visit) the Eiffel Tower when he goes to France.
4. We decided __________(eat) pasta with tomato sauce for dinner.
5. She learned __________(play) the piano when she was a child.
An Infinitive

An infinitive is “to” plus a verb, used as a noun, adjective, or adverb.

What is an infinitive?

Use your own ideas to complete the sentences below with infinitives.

1. I like ____________________________
2. I love ____________________________
3. I would like ________________________
4. I don't mind _______________________
5. I want ______________________________
6. I need ______________________________
7. I enjoy ______________________________
8. I learned ___________________________
9. I finished ___________________________
An Infinitive

An infinitive is “to” plus a verb, used as a noun, adjective, or adverb.

DAY 4

What is an infinitive?

Use your own ideas to write and draw a story with infinitives.
**Week 1 - Timeline**

**Age of Ancient Empires**
Creation - C. 450 A.D

- Creation and the Fall
- The Flood and the Tower of Babel
- Mesopotamia and Sumer
- Indus River Valley Civilization
- Egyptians
- Minoans and Mycenaeans

3000 B.C.
<table>
<thead>
<tr>
<th>Timeline Week 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Age of Ancient Empires</strong></td>
</tr>
<tr>
<td><strong>Creation and the Fall</strong></td>
</tr>
<tr>
<td><strong>The Flood and the Tower of Babel</strong></td>
</tr>
<tr>
<td><strong>Mesopotamia and Sumer</strong></td>
</tr>
<tr>
<td>3500 B.C.</td>
</tr>
<tr>
<td><strong>Egyptians</strong></td>
</tr>
<tr>
<td>3100</td>
</tr>
<tr>
<td><strong>Indus River Valley Civilization</strong></td>
</tr>
<tr>
<td>3000</td>
</tr>
<tr>
<td><strong>Minoans and Mycenaeans</strong></td>
</tr>
<tr>
<td>3000</td>
</tr>
</tbody>
</table>

**Facts:** Ancient Egyptians were interesting people. They wrote with pictures instead of words. They are called Hieroglyphs.

Around 3000 BC upper and lower Egypt came together and made one nation of Egypt. The Pharaoh had a red and white crown.

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A **timeline** is a series of events in chronological order (that means from beginning to end).

Let’s make a timeline of you! Ask your parents to help you list some dates here. If you haven’t had some of these events in your life yet then just write “not yet”. Write some more you can think of at the bottom and if you have more put some on the back of the page.

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date you were born?</td>
<td></td>
</tr>
<tr>
<td>When did you say your first word?</td>
<td></td>
</tr>
<tr>
<td>When did you start to walk?</td>
<td></td>
</tr>
<tr>
<td>When did you become potty trained?</td>
<td></td>
</tr>
<tr>
<td>When did you learn to dress yourself?</td>
<td></td>
</tr>
<tr>
<td>When did you become a big brother/sister?</td>
<td></td>
</tr>
<tr>
<td>When did you learn to read?</td>
<td></td>
</tr>
<tr>
<td>When did you lose your first tooth?</td>
<td></td>
</tr>
<tr>
<td>When did you learn to ride your bike?</td>
<td></td>
</tr>
<tr>
<td>Write a some more events:</td>
<td></td>
</tr>
</tbody>
</table>
Jenna's Timeline

So let's look at some other little person's timeline so we can get an idea for what a timeline looks like.

- Jenna McCully
  - January 2008: Jenna was born
  - February 2009: Started to walk
  - June 2009: Potty trained
  - April 2010: Dressed herself
  - January 2011: Matty was born
  - March 2010: Learned to read
  - June 2013: Learned to ride a bike

Do you see how each date is placed on the line in the order it happened? That's called chronological order. There are arrows at either end of the timeline to show that time doesn't stop here. This line is just a piece of a bigger timeline. Time goes on forever on both sides. Now you can take your dates and make your own timeline of your own!

So let's look at some other little person's timeline so we can get an idea for what a timeline looks like.
I see dates on the timeline, but I don’t know what they mean!

Our timeline that we study starts from creation to our present time (that’s now). We use terms like BC and AD to show where dates belong on our timeline. Historians in the past used Christ’s birth as a way to count years. Jesus was similar to using 0 on your number line. Numbers count down until 0 and then numbers start to count up after that. And just like we talked about the arrows in our timeline, arrows are also in the number line, showing that numbers go on and on forever on both sides.

Our timeline uses the term BC which stands for “Before Christ” and the term AD stands for “Anno Domini” which means “The Year of Our Lord” in Latin. So the timeline looks like this:

Let’s try an activity! Can you figure out which dates happened before Jesus was born?

<table>
<thead>
<tr>
<th>Before Jesus was born</th>
<th>After Jesus lived</th>
</tr>
</thead>
<tbody>
<tr>
<td>c. 3500 BC (Mesopotamia and Sumer)</td>
<td></td>
</tr>
<tr>
<td>c. 1500 BC (Hinduism in India)</td>
<td></td>
</tr>
<tr>
<td>AD c. 900 (Erik the Red)</td>
<td></td>
</tr>
<tr>
<td>2001 (September 11)</td>
<td></td>
</tr>
<tr>
<td>AD 70 (Herod’s Temple Destroyed by Titus)</td>
<td></td>
</tr>
<tr>
<td>AD 1192 (Japan’s Shoguns)</td>
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<td>c. 604 BC (Lao-Tzu, Confucius, Buddha)</td>
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<td>27 BC (Caesar Augustus)</td>
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<td>c. 800 BC (Homer and Hesiod)</td>
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<tr>
<td>AD 1368 (China’s Ming Dynasty)</td>
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Later dates don’t usually have AD with them. If it doesn’t say BC then you can be sure it is AD.
Pick some events from your list and put them in Chronological Order.
TIMELINE GRAMMAR

REVIEW TIME!

Timeline  ○  Anno Domini
AD  ○  Approximately or about
BC  ○  Before Christ
Circa  ○  From beginning to end
Chronological Order  ○  Series of events in order
Anno Domini  ○  The Year of Our Lord
Week 1

Draw a line from each date (they are in chronological order) to the matching timeline event. BONUS: use a different color and draw a line from the picture to the corresponding event.

If your child needs help figuring out the picture, let them see this week's timeline cards. Or help them look up each event on Google to find the right one.

Have your child sing the timeline portion for this week and draw a line to each date in order. You sing "Age of Ancient Empires" first, so you would draw it to the first bubble.

The numbers are there to help the child see chronological order.

If you need help with the dates on page 59-60 of your foundations guide is a comprehensive list of timeline events and dates.
**TIMELINE DATE MATCH**

Week 1

Draw a line from each date (they are in chronological order) to the matching timeline event.  
**BONUS:** use a different color and draw a line from the picture to the corresponding event.

---

**DID YOU KNOW?**

You hear the word “Circa” all throughout your timeline, but do you know what it means? “Circa” means about. So the year Circa 3500 BC means “about” 3500 BC. Back in ancient days there weren’t many ways to determine the exact date so Christian historians have done their best to find a year that makes most sense with the knowledge they have and what the bible tells us.

---

**1**  Creation-450 AD  ○

**2**  ???(we don't know the date)  ○

**3**  ???(we don't know the date)  ○

**4**  C. 3500 BC  ○

**5**  C. 3100 BC  ○

**6**  C. 3000 BC  ○

**7**  C. 3000 BC  ○

○ Creation and the Fall  ○ Egyptians  ○ Indus River Valley Civilization  ○ Mesopotamia and Sumer  ○ Minoans and Mycenaens  ○ Age of Ancient Empires  ○ The Flood and The Tower of Babel
Prepositions
- apud
- per

English Translation
- with
- by
- sine
- a
- de

Without
- from
- of
Skip Counting 1s

Use the pennies below to help the little girl afford her books.

Glue the pennies next to the books.

5¢

3¢

2¢
Skip Counting 2s

Cut and paste the numbers to show skip counting 2s.

2  6  10  14  18  22  26  28

4  8  12  16  20  24  30
Skip Counting 1s

1 2 3 4 5 6
7 8 9 10 11 12
13 14 15

Skip count ones to draw the picture. Color the picture.
Skip Counting 2s

2 4 6 8 10 12

14 16 18 20 22

24 26 28 30

Skip count twos to draw the picture. Color the picture.
Tell me the 1 and 2 tables.

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THE NORTHEAST

- PENNSYLVANIA
- NEW YORK
- VERMONT
- NEW HAMPSHIRE
- MASSACHUSETTS
- CONNECTICUT
- RHODE ISLAND
- NEW JERSEY
- MAINE
- DELAWARE
- MARYLAND

Notes
Fun Facts about:

State Bird

State Flower

Sketch the State

State Quarter

State Seal
Cycle 3 Morning Time Plans: State Notebook Symbols - Week 1

*Cut and paste into the appropriate boxes on the State Notebook (linked below)*

**Delaware**
- Blue Hen Chicken
- Peach Blossom

**Pennsylvania**
- Ruffed Grouse
- Mountain Laurel

The State Notebook can be found on CC Connected under the username: ashjhnstn
Photos were taken from www.statesymbols.org or Wikipedia.
Elements of Shape
use OiLS to fill the continents

North America = circles
Africa = curves

Europe and Asia = angles
Australia = dots

South America = lines
Antarctica = use all elements of shape!
NEW WORLD ECHOES

Activity Pages

Week 1

Mudjee Monedo
The King of the Buffaloes
The Buffalo Trail
Cut out these tangram pieces to complete the puzzle on the next page.
(Print this on cardstock for sturdier, reusable pieces.)
WORD LIST:
AGODAGUADA
BROTHER
BUFFALO
HUNTER
INDIANWARRIOR
KING
MONEDO
MUDJEE
OGRE
RACING
TRIBE
How to Draw: A Buffalo

[Diagram of a buffalo being drawn step-by-step]