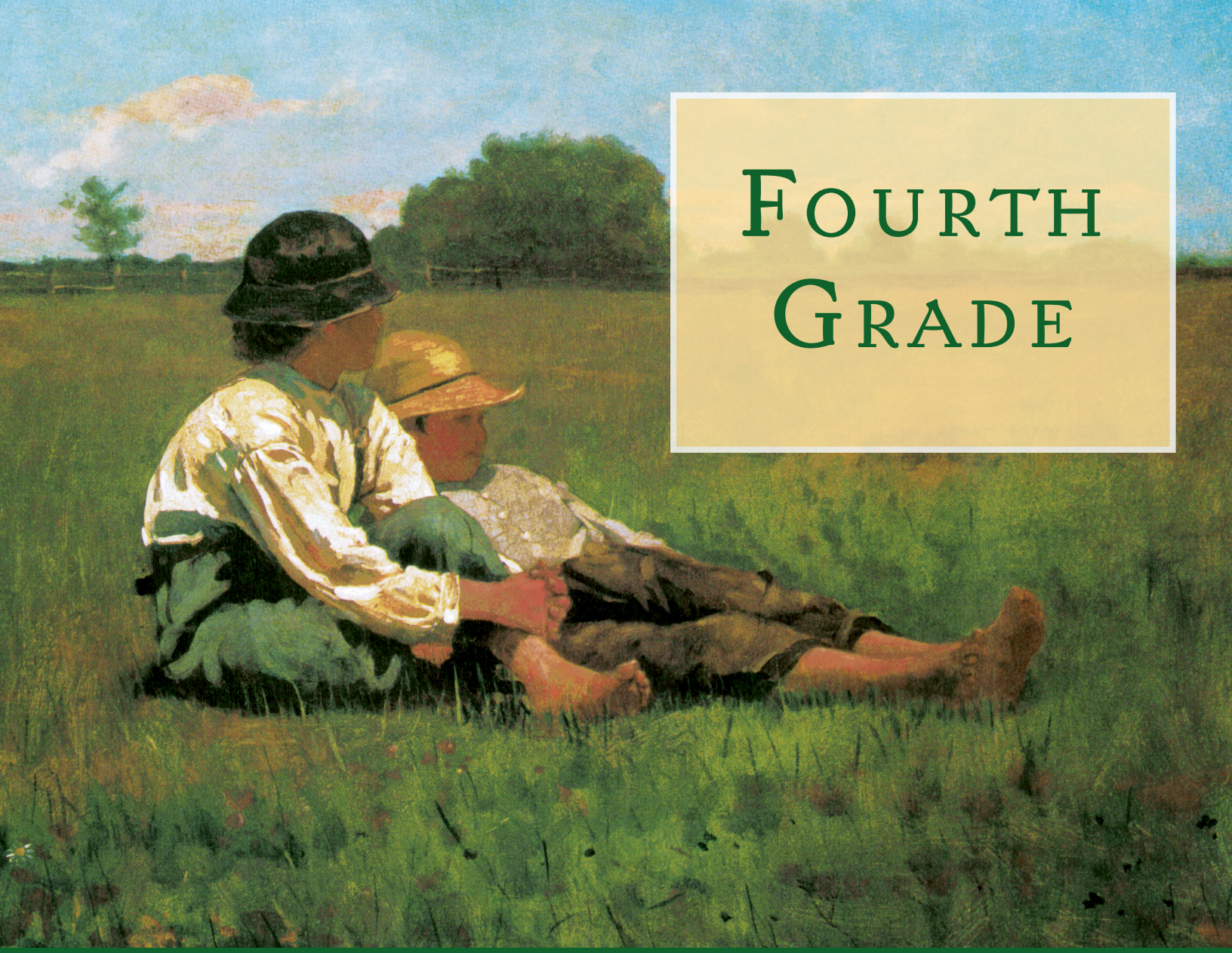


Fourth Grade

Interactive Guide

Includes printable sample lessons!

Welcome!

If you are new to CHC, or new to homeschooling, welcome! If you aren't sure of how this adventuresome path begins, we invite you, with this Fourth Grade Guide, to sample a "taste" of CHC's gentle approach to gain confidence that, as it has for thousands of other families, the CHC approach will work for you, too. Within this guide you'll find a virtual "tour" of those special and well-loved materials which are written by experienced homeschool parents and distributed exclusively by CHC.

Did you know that we homeschool, too? Do we understand what it's like to feel pressed for time to fit in all the tasks that go along with being wife, mother, homemaker, and homeschooler? You bet!

Our years of homeschooling, preschoolers to high schoolers, have led to the development of academically solid materials that are time-proven to enrich the homeschooler, both academically and spiritually, *without being burdensome to mom or students*.

In fact, it is CHC's philosophy that *homeschooling should be a joyful, natural offshoot of parenting and family life, not a "weight" to be dragged along the path throughout childhood!* CHC lifts the burden, but keeps the family on the path.

During our schooldays, our family marvels at God's loving guidance, resulting in the academic and spiritual growth that we have seen in our children over the years. Like you, we look forward to more of those *aha!* moments when the spark of understanding flashes in wide eyes, when the excitement of discovery bursts into shared smiles and bubbles throughout the family.

We are grateful, not only for the business interactions that we have with you, our "CHC family," but the dear friendships and mutual support that have developed between us. It is our prayer that we can continue to serve you, as all of us, the entire "CHC Family," work together to win Heaven, educating for eternity.

Your CHC Family

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CHC Typical Course of Study

Fourth Grade

LANGUAGE ARTS

- Increased reading comprehension of both fiction and non-fiction writing
- Literary elements: setting, character, plot, and theme
- Literary devices including irony, alliteration, onomatopoeia, personification, and more
- Creative writing/journaling
- Writing research paragraphs and compiling research report
- Spelling and vocabulary development: compounds and contractions, suffixes, homophones, synonyms, and blends
- Building language skills: concrete and abstract nouns, appositives, possessives, state of being verbs, helping verbs, diagrams, conjunctions, adverbs, adjectives
- Crafting better sentences and paragraphs
- Writing letters and informal notes
- Cursive handwriting

MATHEMATICS

- Reading and writing numbers to nine places
- Adding and subtracting five-digit numbers, fractions, decimals
- Multiplying three-digit numbers by two-digit numbers
- Dividing by two-digit numbers
- Addition and subtraction of fractions, decimals, and mixed numbers
- Simple geometric concepts
- Fractions: simplifying, adding, subtracting, multiplying, reducing
- Measurement (units of measure, perimeter, area)
- Graphing: tables, bar graphs, picture graphs, circle graphs
- Problem-solving methods

SCIENCE AND HEALTH

- Human anatomy: body parts and systems; living as a temple of the Holy Spirit
- Health and nutrition: food groups, nutrients, moderation, exercise, food safety

SOCIAL STUDIES

- History and development of state of residence; state report
- Investigation of United States history and social studies
- Geography and map study
- Identification of all states and capitals; Catholic foundations; industries; climate

RELIGION

- Deeper understanding of the teachings of Holy Mother Church
- Participation in the life of Christ through celebrating the saints and seasons of the liturgical year
- Living the faith

NON-CORE SUBJECTS

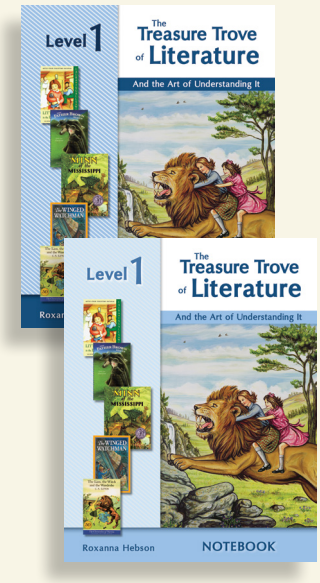
Please note: These sample pages are provided for review purposes only. Sample pages are not complete lessons. View more product details and reviews @ www.chcweb.com. All content is copyright © 2023 Catholic Heritage Curricula. • 1-800-490-7713



Fourth Grade Materials Guide

TITLE	CONSUMABLE	NONCONSUMABLE*
CORE SUBJECTS		
The Treasure Trove of Literature, Level 1 Guidebook		✓
The Treasure Trove of Literature, Level 1 Notebook	✓	
Little House in the Big Woods		✓
The Father Brown Reader		✓
Minn of the Mississippi		✓
The Winged Watchman		✓
The Lion, the Witch and the Wardrobe		✓
My Catholic Speller, Level C	✓	
Language of God, Level C	✓	
Saxon Math 5/4 Student Textbook		✓
Saxon Math 5/4 Tests and Worksheets Booklet	✓	
Saxon Math 5/4 Solutions Manual		✓
Behold and See 4	✓	
Our United States of America Student Text		✓
Our United States of America Student Workbook	✓	
Faith and Life 4 Student Text		✓
Faith and Life 4 Activity Book	✓	
Faith and Life 4 Answer Key		✓
Saints & Seasons of the Liturgical Year	✓	
DAILY LESSON PLANS		
CHC Lesson Plans for Fourth Grade	✓	
NON-CORE SUBJECTS & ELECTIVES		
Art Masterpieces: Liturgical Collection	✓	
Art Prints: Liturgical Collection	✓	
Catholic Heritage Handwriting, Level 4	✓	
Map Skills, Level D Student Workbook	✓	
Map Skills, Level D Teacher's Guide		✓
Coloring with the Saints	✓	
Sewing with Saint Anne		✓
A Catholic Garden of Puzzles		✓

*Denotes a non-consumable title. May be used by more than one student, and often for more than one grade level.



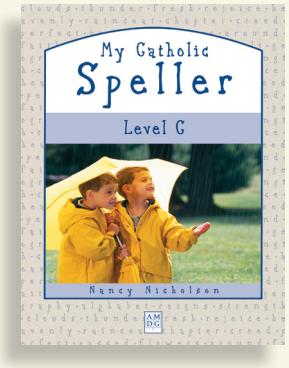
Language Arts : : Literature and Reading Comprehension



This hands-on, Catholic literature program consists of a non-consumable GUIDEBOOK and a consumable NOTEBOOK which guide the student through five classic works of children's literature: *Little House in the Big Woods*, *The Father Brown Reader*, *Minn of the Mississippi, The Winged Watchman*, and *The Lion, the Witch and the Wardrobe*. Designed for independent study—no prior literary knowledge needed by the parent!

The Treasure Trove of Literature includes vocabulary; reading comprehension; literary devices, elements, and figures of speech; character analysis; discussion questions; and weekly games, projects, and activities.

Samples:
- More about *Treasure Trove*, pages 8–9
- Lesson 1, pages 10–11
- Lesson 5, pages 12–13

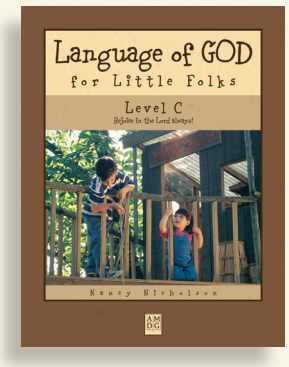


Language Arts : : Spelling

My Catholic Speller, Level C is an easy-to-use, self-contained program that includes all instructions for each lesson and a removable answer key. Spelling words in this level are listed in both manuscript and cursive handwriting. Fifteen spelling words per week.

This worktext introduces brief lessons in junior apologetics through "Scriptural Answers For Every Catholic Kid." Age-appropriate explanations of each verse are included in the back.

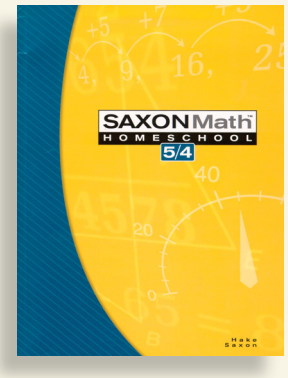
Samples:
- Lesson One, pages 14–15
- Lesson Thirty-Three, pages 16–17



Language Arts : : Grammar and Composition

Language of God for Little Folks provides a simple introduction to English grammar and composition skills in the context of our Holy Faith. No teacher's manual is required because all necessary information, including a removable answer key, is contained within the pages of the student worktext. Includes an appendix with composition, dictation, and copywork assignments that give the student the opportunity to practice grammar and writing skills.

Samples:
- Table of Contents, pages 18–19
- Sample lessons, pages 20–23

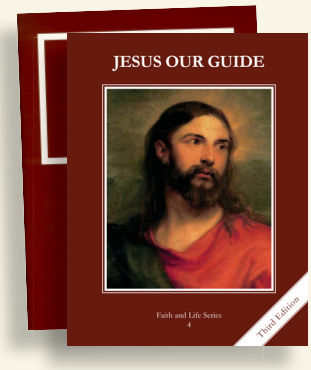


Mathematics

An all-time favorite with homeschoolers, this program uses an incremental approach, giving fourth-grade students a solid foundation in mathematics. *Saxon Math 5/4* Kit includes Student Text, Solutions Manual, and Test and Worksheets. The Solutions Manual provides complete, step-by-step solutions to each problem.

Math tests are optional. Frequent testing is not usually necessary for homeschoolers, as the child's progress is generally evident in his daily work.

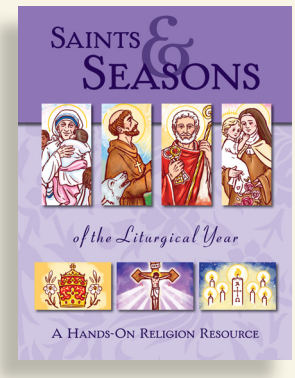
Samples: • Lesson 44, pages 24–25



Religion : : Catechism

Each lesson in *Faith and Life, Grade 4: Jesus Our Guide* builds upon previous ones to give young children a simple and clear grasp of the basics of our Faith. The *Faith and Life 4* activity book provides a multitude of activity sheets. Each week, assign those which you feel will help your child best understand and remember the lesson.

Samples: • Student Text: Chapter 10, pages 26–27

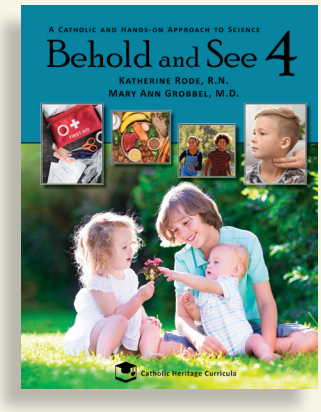


Religion : : Hands-On

Saints & Seasons of the Liturgical Year is a hands-on religion resource that features liturgical enrichment activities for every month of the school year, from September to May. Students can complete virtually all the projects on their own, using the images and templates included in the consumable book. *Saints & Seasons* includes:

- Dozens of student-directed, hands-on activities;
- Original, full-color illustrations of over 100 saints for use in making a monthly family calendar;
- "Who am I?" saint quizzes for September to May;
- Engaging stories and reflections;
- Costume and game ideas for All Saints' Day;
- Ideas for celebrating Advent, Christmas, Lent, and Easter;
- Short skits and dramatic readings;
- Much, much more!

Samples: • Table of Contents, page 28
• Project for October: Week 4, Day 2, page 29



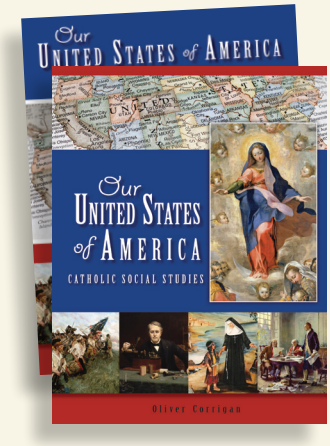
Science and Health

A full year of science and health from a Catholic perspective!

Part one, "My Temple of the Holy Spirit," is a hands-on human anatomy course. Designed for independent study, this course features a beautiful pro-life thread and Catholic perspective on the body as God's temple. As a wrap-up activity, the student will make the "Human Body Felt Project," an inexpensive teaching tool your student will be proud to have made. Patterns included.

Part two, "Nutrition, Health, and First Aid for Catholic Boys and Girls," gives an excellent overview of health from a Catholic perspective. Simple, clear terms explain nutrients, disease, hygiene, exercise, how to create a balanced diet, and more.

Samples:
- Table of Contents, page 31
- "My Temple of the Holy Spirit," Chapter One, pages 32–33



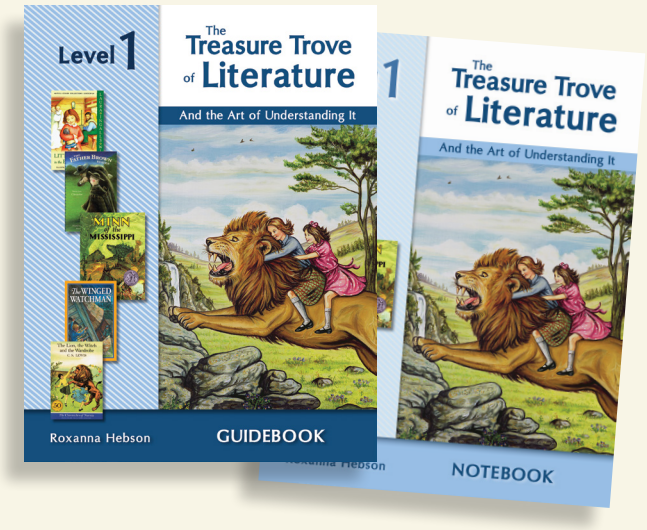
Social Studies

This colorful, student-friendly program introduces students to the history, culture, and geography of the fifty States, with a special emphasis on the role of faithful Catholics in U.S. history. Children learn of Catholics who dramatically influenced the development of our country, from government leaders; to doctors who served the poor; to Native American Catholics; to a religious who saved a western town from outlaws. As students learn, they are guided to think of ways that Our Lord might be calling them to change society, and history, as well.

Includes:

- investigation of U.S. history and social studies
- geography and map study
- hands-on, "living learning" activities
- worksheets and tests to complement lessons
- 9-week, in-depth, hands-on state study of the student's own state

Samples:
- Table of Contents, page 35
- Samples from Student Text, page 36
- Samples from Student Workbook, page 37



Vocabulary

Vocabulary words and definitions are provided for each reading assignment. The definitions are provided in the context of the story so the student will have a better idea of the word's meaning.

Reading Review Questions

The Reading Review Questions, found in the Notebook, will help the student recall what he has read and will also ensure that he has comprehended the reading. Some interpretive and critical thinking questions are also asked.

Visualizing What You Have Read

After every reading assignment, the student will draw an illustration in the Notebook. This requires the student to picture in his mind what he has read. These illustrations are not about creating fine art, but about helping the student to visualize and remember what he has read.

Literary Devices/Elements

Several times per week, the student will learn about Literary Devices and Literary Elements. In these sections, the student will explore the literary craft the author has used to write the book. Over the course of the five books, the student will learn about the four literary elements (setting, characters, plot, and theme) and will study figures of speech such as alliteration, simile, and personification. The student will also explore how authors use nouns, adjectives, and other parts of speech in their writing.

Literary Elements: Characters

Once a week, the student will add information about the main characters to character pages in the Notebook. This encourages the student to think critically about a character's actions, thoughts, and words to determine his personality traits. This is an essential literary skill, because good authors usually allow the figures in their stories to reveal their characters through what they say and do. A guide to characters is provided for the parent's reference.

Discussion Questions

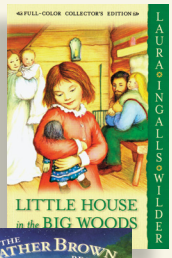
The Discussion Questions provided in every fifth lesson go beyond recall and comprehension and require the student to think critically and interpretively. They also prompt the student to make connections and apply concepts to his own life. **A parent's guide to discussion questions is provided.**

Character Quality of the Week

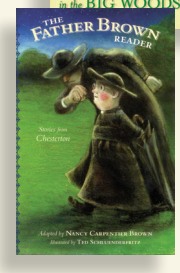
This weekly section focuses on a virtuous character trait exemplified in the reading and explores what the Bible says about the character trait, how the saints practiced it, and how the student can practice the trait in his own life.

Games, Projects, and Activities

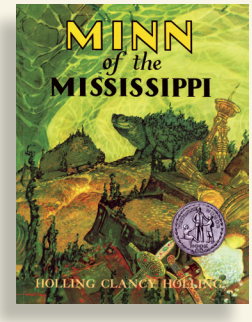
A wide variety of optional activities—including games, crafts, art activities, and research projects—are suggested each week. The hands-on activities expand on what was read and are meant to bring the book to life for the student through memorable experiences.



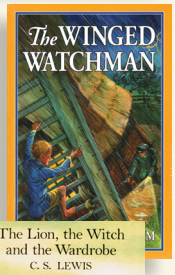
Little House in the Big Woods by Laura Ingalls Wilder
Recommended Edition: ISBN 9780060581800
The relatively easy reading level of this book gives the student a chance to learn essential literary analysis skills at the beginning of the course. **Main Literary Devices:** Setting, Simile, Personification, Onomatopoeia, How-to Writing, Descriptive Writing



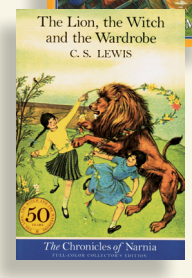
The Father Brown Reader by G.K. Chesterton and Nancy Brown
Recommended Edition: ISBN 9780976638674
Four classic mystery stories teach about suspense, foreshadowing, and other literary devices. **Main Literary Devices:** Character, Dialect, Oxymoron, Foreshadowing, Suspense, Alliteration, Hyperbole, Irony, Anaphora



Minn of the Mississippi by Holling C. Holling
Recommended Edition: ISBN 9780395273999
A living book about a snapping turtle named Minn provides practice in reading for information as well as understanding literary devices.
Main Literary Devices: Plot, Metaphor, Alliteration, Onomatopoeia, Personification, Dialogue, Irony, Dialect



The Winged Watchman by Hilda van Stockum
Recommended Edition: ISBN 9781883937072
Historical fiction by renowned Catholic author Hilda van Stockum recounts the gripping tale of a Dutch family in World War II.
Main Literary Devices: Theme, Symbolism, Simile, Personification, Vivid Details, Idiom, Metaphor, Dialogue, Descriptive Writing, Hyperbole, Irony



The Lion, the Witch and the Wardrobe by C.S. Lewis
Recommended Edition: ISBN 9780064409421
To conclude the course, the student will use his knowledge of all four literary elements to delve into the profound allegorical meaning of this masterpiece.
Main Literary Devices: Symbolism, Allegory, Cause and Effect, Making Inferences, Onomatopoeia, Simile, Personification, Foreshadowing

How to order:

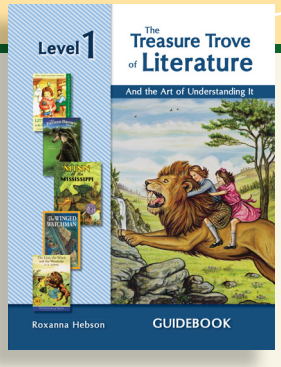
Go to ***chcweb.com/Grade4*** for direct links to purchase these five literature books from affordable sources.

Q: Can my student use *The Treasure Trove of Literature* even if he has already read some of the literature books used in the program?

A: Yes! Having a guided tour to the deeper meaning and literary techniques of a book is very different from simply reading it for pleasure. In addition, all of the books in *The Treasure Trove of Literature* are worthy of being read more than once. One of the marks of a work of literature is that it offers new insight and enjoyment every time it is read and reread.

Q: Is it all right to use different editions of the literature books?

A: *The Treasure Trove of Literature* assigns the reading by chapter as often as possible, so in all but a few instances it doesn't make a difference what edition you use.



Lesson 1



Meet the Author

Clive Staples Lewis, usually known as C.S. Lewis, was born on November 29, 1898 in Belfast, Ireland. As a youth, he was close to his older brother Warren, with whom he created an imaginary land called "Boxen." He served in the British army during World War I, but was injured and returned to Ireland. For college, he attended Oxford University, where he studied literature and classical philosophy.

ome a teacher at Oxford University. During his time at Oxford, he nd intellectuals known as The Inklings. J.R.R. Tolkien, the famous obit and *The Lord of the Rings*, was a friend and fellow member man, C.S. Lewis did not believe in God, but he converted o things that helped C.S. Lewis convert were the writings of or of the Father Brown detective stories) and the friendship of . Lewis married Joy Gresham, an American English teacher. Sadly, ater, in 1960. C.S. Lewis himself died in 1963 after having written

own for his books of apologetics. Apologetics is the use of logic eligious teaching. He is also admired for his seven-book series for

upward to lakes where swimming unicorns sing beautiful songs to towering tree-people standing on the shores. Of course, this is an imaginary land, your own fantasy. A fantasy is something produced by the imagination, and is usually very different from real life.

Fantasy is also a genre of book. As you probably can guess, a fantasy book is not realistic, but often involves magic, imaginary lands, and incredible journeys or adventures. Sometimes a fantasy book takes place entirely in an imaginary land. In other books, the story begins in the real world, but moves into a fantasy land. In still other fantasy books, the story takes place in the real world, but includes magical elements.

The Lion, the Witch and the Wardrobe is a wonderful example of fantasy. This story begins in a real setting, an old house in England, but quickly moves to a fantasy world The children in the story learn important lessons during their adventures, an these lessons too as you read the book.

Reading and Reading Preparation

If you found yourself staying at a very large and strange new house, would yo explore it? Find out how the children in *The Lion, the Witch and the Wardrob* situation, and if they are able to explore the house. Study the vocabulary wo read pages 3–13 (Chapter 1 and the first half of Chapter 2, ending with "But to stay long").

Vocabulary

The war: (in this case) World War II
The air-raids: During World War II, German planes dropped bombs on Englis children were sent to stay in the country so they would be safe from the
...when they were sent away from London during the war because of the

We've fallen on our feet: We're lucky.
And no mistake: (in Great Britain) for sure; without a doubt
"We've fallen on our feet and no mistake," said Peter. "This is going to be splendid."

Row: (in Great Britain) a noisy argument or fight
"There's sure to be a row if we're heard talking here."

Stags: adult male deer
"There might be eagles. There might be stags. There'll be hawks."

Wireless: (in Great Britain, old-fashioned) radio
"There's a wireless and lots of books."

Spare: extra
The first few doors they tried led only into spare bedrooms...

Blue-bottle: a type of fly that makes a loud buzzing noise
There was nothing else in the room at all except a dead blue-bottle on the window-sill.

Moth-balls: small balls that contain a strong-smelling chemical, used to keep moths away from stored clothing
To her surprise it opened quite easily, and two moth-balls dropped out.

Inquisitive: curious; wanting to know or learn more
Lucy felt a little frightened, but she felt very inquisitive and excited as well.

Melancholy: sad
"Ah!" said Mr. Tumnus in a rather melancholy voice, "if only I had worked harder at geography when I was a little Faun..."

Visualizing What You Have Read

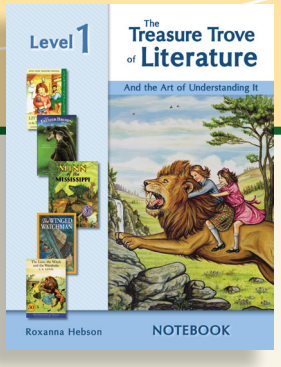
Read the instructions on page 233 of the Notebook. Then add an illustration based on today's reading to page 234 of the Notebook.

Reading Review Questions

Answer the Reading Review Questions found on page 202 of the Notebook.

Literary Devices: Onomatopoeia

Read and complete the Literary Devices found on page 203 of the Notebook.



Literary Devices: Onomatopoeia

Onomatopoeia is a figure of speech that uses words that sound like what they mean. For example, "quack" sounds like the sound a duck makes and "drip" sounds like the noise of water dripping. Onomatopoeia is a wonderful way to help the reader imagine the sounds of a story, and in this case, the sounds of Narnia. Find two examples of onomatopoeia on page 9 of the book and write them on the spaces below.

_____

Lesson 1



Reading Review Questions: pgs. 3–13

1. Which character is most excited to explore the Professor's house and the land around it? _____ Which character is tired and bad-tempered? _____ Which character feels a little scared at the thought of the long hallways and empty rooms in the large house? _____ Which two characters are concerned about getting to bed on time? _____

2. What are the children doing when they find the room with the wardrobe in it?

   _____

   _____

   _____

3. What kind of creature does Lucy meet in the wood at the back of the wardrobe? What is this creature like from the waist upward? What is he like from the waist downward?

   _____

   _____

   _____

4. What does Mr. Tumnus mean when he asks Lucy if she is a Daughter of Eve?

   _____

   _____

   _____

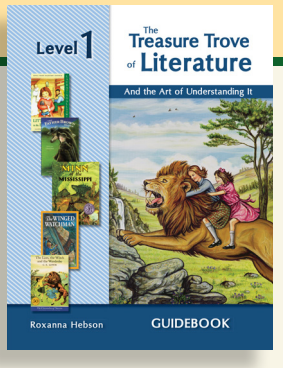
5. Mr. Tumnus tells Lucy that she is now in what land?

   _____

   _____

   _____

Click here to
read an independent review
of *The Treasure Trove of Literature*
series by Cathy Duffy.



Lesson 5 Discussion & Activities



Discussion Questions: pgs. 3–53

Answer and hold conversations on some or all of these Discussion Questions.
A Parent's Guide to Discussion Questions begins on page 299 of this Guidebook.

1. The children seem mostly excited about staying at the Professor's house. How would you feel in this situation? Excited?
2. When Lucy first enters Narnia
   How do you think you would h
   emotions?
3. What do you think the tidy ap
   speaks to Lucy tell us about hi
4. After reading Chapters 1–5, do
   Mr. Tumnus when he tells her
5. Edmund shuts the wardrobe d
   this tell you about their charac
6. What are some things the Wh
   clues as to her true character?
7. The Professor says there are o
   has been to Narnia: she is telli
   line, discuss with your parent
   whether Jesus Christ is truly G
8. The Professor thinks there are
   Why or why not?

Character Quality of the Week: Truthfulness

Lucy leaves the room and cries after Edmund lies and says he and Lucy were only pretending to have visited Narnia. Yet, no matter how much it hurts, Lucy will not lie and say she did not visit Narnia. Lucy has a well-deserved reputation for truthfulness. She is the type of person who would rather endure suffering in truth than take the easy road of telling lies.

Truthfulness and the Bible

Why is truth so important? The Bible explains that truth leads us in the right direction. Psalm 43:3 says, "Oh send out Thy light and Thy truth; let them lead me, let them bring me to Thy holy hill and to Thy dwelling!" This verse shows us that the truth leads us to God. The truth also sets us free. In the Gospel of John, Jesus says, "You will know the truth, and the truth will make you free" (John 8:32). Lies often lead to more lies until we are trapped in a web of falsehood, but telling the truth is freeing. Although it is painful for Lucy that her siblings think she is lying, or even crazy, she does the right thing by sticking to the truth. Being truthful is more important than being popular.

Role-Model Saints



Let's consider the example of St. Jacinta Marto and her brother St. Francisco Marto. When Jacinta was seven and Francisco was nine, they received visions of Mary while they were tending the sheep in the fields near Fatima, Portugal. When they told other people that they had seen Our Lady, many people thought they were lying, including their parish priest and the police. This caused them a great deal of suffering, but the children refused to lie and say that they had not really seen Our Lady. Because they told the truth, many people were brought closer to God.

Truthfulness in Our Lives

We can be truthful in our lives, too. Consider your own behavior. Have you ever exaggerated your accomplishments? Have you flattered someone, as the White Witch does, in order to get something you want? Have you said something that was untrue about someone else in order to make yourself look good, as Edmund does? Most of us fall short of being

completely truthful. However, the good news is that God loves us and wants to help us be truthful. We can confess our sins and turn to Him in prayer. Ask God for the courage to be truthful even when it is difficult, and remember that truthfulness benefits you also. It points you toward God and gives you a reputation for honesty and reliability.

Truthfulness Prayer

God, thank You for giving us the courage to be truthful even when it is not easy or popular.



Games, Projects, and Activities

Complete as many of the following Games, Projects, and Activities as you would like.

1. Research Project: Find out more about England during World War II. What were the air-raids like? Was it dangerous to be in England at this time?
2. Art Project: Make a winter Narnia scene. Start with a sheet of black or dark blue construction paper. Cut out a lamp-post from gray construction paper and use yellow paper or paint for the light. Add several green paper trees on either side of the lamp-post. Use white paint to add snow all over your scene.
3. Snack Activity: Prepare a tea like the one Mr. Tumnus serves Lucy. Include soft-boiled eggs, buttered toast, honey, cake, and tea.
4. Listening Activity: In Greek mythology, Fauns are often depicted playing the pan flute, a musical instrument made from reeds. Listen to recordings of pan flute music. One famous pan flute musician whose recordings you could look up is Gheorghe Zamfir. Can you understand better why this music makes Lucy feel like falling asleep?
5. Art Project: Create a picture of the White Witch in her sledge. First do a pencil sketch of the illustration on page 32 on a large piece of paper. Then use colored pencils, markers, or paints to color the picture according to the description on page 31. Use gold glitter on the reindeer's horns, the dwarf's tassel, and the Queen's wand and crown. Apply small touches of silver or white glitter to the snow and to the Queen's gown.
6. Game: Play a game of hide and seek as the children do.
7. Game: On page 48, the Professor exclaims, "Logic! Why don't they teach logic at these schools?" Play some logic games, such as sudoku, crossword puzzles, or logic word puzzles.

Lesson One

Short Vowels a and e & Double Consonants

Word List

1.	*bell*	bell
2.	*smell*	smell
3.	*spell*	spell
4.	*mess*	mess
5.	*doll*	doll
6.	*egg*	egg
7.	*kettle*	kettle
8.	*blend*	blend
9.	*twelve*	twelve
10.	*Advent*	Advent
11.	*lamp*	lamp
12.	*fast*	fast
13.	*mantle*	mantle
14.	*bank*	bank
15.	*past*	past

If a word has only one vowel, the vowel is usually short, especially if it falls between two consonants (**dad**) or is followed by two consonants at the end of the word (**past**).

Write the correct list word on each line.

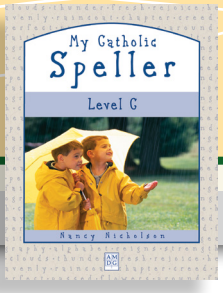
1. St. Peter was the leader of the _____ apostles.
2. The _____ season prepares our hearts for Christmas.
3. To honor Our Lord, we _____ (do not eat) for one hour before we receive Him in Holy Communion.
4. We know that Jesus is present in the tabernacle when we see the light burning brightly in the sanctuary _____.
5. Our Lady of Guadalupe told St. Juan Diego not to fear, saying, "Am I not here, I, who am your Mother? Are you not in the hollow of my _____ (cape), in the crossing of my arms? Let nothing... worry you..."

KEY SCRIPTURE #1 ☐

Scriptural **A**nswers **F**or **E**very...**C**atholic **K**id

Turn to pages 71–79 for a Scripture verse that uses one of this week's list words. These Scripture verses can help you know and defend your Faith. Checkmark the box on the left when you have memorized the verse. If you memorize 12 or more of the wonderful Key Scriptures in this book, you will earn a **S.A.F.E. Catholic Kid** certificate at the end of the year.

Be a ***SAFE...Catholic Kid!***



A

The first letter in the word **lamp** has been changed to **c** to make a new word.

lamp camp

1. Write the word **mess**. Then change the first letter to **l** to make a new word.

2. Write the word **fast**. Then change the first letter to **l** to make a new word.

3. Write the word **bell**. Then change the first letter to **t** to make a new word.

B

Word Scramble!

Can you unscramble these list words?

1. neldb
2. stap
3. tanlem
4. lettek
5. veltwe

C

What Is the Word?

Write the list word that tells the answer.



1. Our Lady's cape or cloak
2. a pot or deep pan
3. not in the present
4. one less than thirteen
5. to do without food
6. mix together
7. to sniff
8. ring this
9. save your money here
10. please clean this up

Lesson
Thirty-Three

Sound of f: ff, gh, and ph

Word List

1. photo — photo
2. prophets — prophets
3. cough — cough
4. laugh — laugh
5. orphan — orphan
6. enough — enough
7. graph — graph
8. stiff — stiff
9. Joseph — Joseph
10. geography — geography
11. nephew — nephew
12. suffix — suffix
13. rough — rough
14. alphabet — alphabet
15. gruff — gruff

The sound of **f** can be spelled with the letters **gh**, as in **tough**, or with the letters **ph**, as in **telephone**. It can also be spelled with **ff**, as in **staff**.

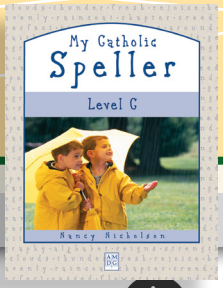
A Write four list words that spell the sound of **f** with the letters **gh**.

B Write eight list words that spell the sound of **f** using the letters **ph**.

KEY SCRIPTURE #15



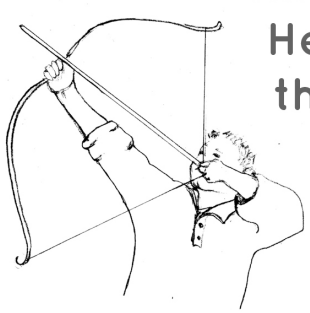
St. **Joseph**,
Head of the Holy Family,
pray for us.



A Word Search!

Find and circle the hidden list words. Then write them *in alphabetical order* on the lines below.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



AIM HIGH—
Heaven is
the Goal!

O A L P H A B E T
R B H H E E R G O
P A H O W E R R R
H N E T N L D A P
A E N O U G H P H
N R B I N S E H G
G P R O P H E T S

*Remember to do **all** the spelling exercises listed on page 1, every week!*

B Synonyms

Write the list word that means the same thing.

1. grouchy _____
2. chuckle _____
3. firm _____
4. rugged _____
5. snapshot _____

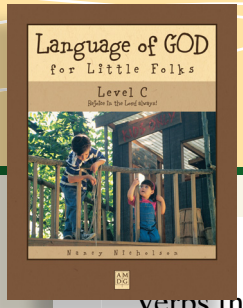
C Which List Word

belongs in the group?

1. history, math _____
2. niece, uncle _____
3. Jesus, Mary _____
4. root, prefix _____
5. choke, sneeze _____

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Language of God Level C encourages independent study and includes high-quality, bright-white, erasable paper with a lay-flat spiral binding, an uncluttered layout, original line-drawn illustrations, entertaining content that gently draws children's attention to the assignments, and removable answer keys.

Complete and Incomplete Sentences

Incomplete sentences do not tell a whole idea. They can be confusing and cause misunderstanding. What do you think might happen if a captain gave commands that were incomplete?

A sentence is made of parts that together tell a complete idea.
A complete sentence tells the whole idea.

A. Print 'C' in the space if the sentence tells a complete idea. Then put a period at the end of the sentence. Print 'N' in the space if the parts do not make a complete idea.

1. ____ bobbing in the waves
2. ____ Someone had fallen overboard
3. ____ put the lifeboat
4. ____ can rescue the poor fellow
5. ____ He was pulled aboard the ship
6. ____ spluttering and coughing
7. ____ The Church is a safe refuge, like a ship upon the waves
8. ____ We want to stay safely aboard
9. ____ reach our eternal home



More Action and State of Being Verbs

A. Find and circle the verb in each sentence. If the word shows action, write 'act' in the blank. If the word shows state of being, write 'be.'



1. _____ It is a sunny Sunday morning.
2. _____ Rafael comes to the park early.
3. _____ His new sailboat is on the sparkling water.
4. _____ Rocks are warm under his feet.
5. _____ A gentle breeze blows his boat toward him.
6. _____ Bright daisies grow around the pond.
7. _____ In his imagination, Rafael is aboard his boat.
8. _____ "I am the mighty captain of this fair ship."
9. _____ Rafael thinks only of his new boat.
10. _____ Suddenly, he hears the pealing of church bells.
11. _____ Holy Rosary Church is on the other side of the park.
12. _____ Rafael looks down at his watch.
13. _____ He grabs his toy hurriedly.
14. _____ "Holy Mass is more important than being a captain."

Pesky Pronouns and Apostrophes

The pronoun *your* is often confused with the contraction *you're*. Remember that *you're* is a short way to write *'you are.'* If you are unsure which spelling to use, say 'you are' in place of the word and listen to see if the sentence still makes sense.

Your cat is scratching at the door.
You are cat is scratching at the door.

Which spelling makes sense?

A. Is it YOUR or YOU'RE? Print the correct word.

1. Zip up _____ overcoat; it's cold outside!
2. Is it _____ turn to wash the dishes?
3. If you don't hurry, _____ going to be late for the game!
4. Excuse me, but _____ standing on my foot.
5. _____ Dad needs a hand bringing in the firewood.
6. Please answer "Here!" when I call _____ name.
7. _____ to be at the swimming pool at ten o'clock.
8. I think that _____ next in line, aren't you?
9. Why is _____ toothpaste in the refrigerator?
10. _____ so comical!

Pronouns: Me and I

Pronouns take the place of nouns. Pronouns often take the place of names. The pronouns *I* and *me* have their own special places in sentences. *I* is part of the subject and comes before a verb. *Me* is part of the predicate and comes after a verb.

Subject	*Predicate*
I	ate six pieces of sausage pizza at dinner.
Subject	*Predicate*
Too much pizza	gave *me* a stomach ache.

When *I* share the subject with another person, I always put myself last.

Nick and I will make blueberry pancakes for breakfast.

A. Print the correct pronoun.

1. Nathan and [me I] _____went to Adoration last Wednesday.
2. Nathan shared his prayer book with [me I]_____.
3. Then Father asked [me I]_____ to lead the rosary.
4. Mom, may Nathan and [me I] _____ go again next week?
5. That red toothbrush belongs to [me I]_____.
6. [Me I] _____ made my bed before breakfast.
7. Our Lord comes to dwell in [me I]_____ in Holy Communion.

LESSON

44 Multiplying Two-Digit Numbers, Part 1

WARM-UP

Facts Practice: Multiplication Facts: Memory Group (Test F)

Mental Math:

Subtract a number ending in 5 from a number ending in zero:

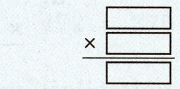
a. 70 − 5 **b.** 70 − 45 **c.** 370 − 125

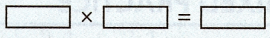
Review:

d. $5.96 + $3.95 **e.** 76 + 9 + 200 **f.** 560 + 24 + 306

Vocabulary:

Copy these two patterns on a piece of paper. In each of the six boxes write either "factor" or "product."





NEW CONCEPT

If there are 21 performers in each troupe, then how many performers are in 3 troupes?

Instead of finding 21 + 21 + 21, we will solve this problem by multiplying 21 by 3. Below we show two ways to do this. The first method is helpful when multiplying mentally. The second method is a quick way to multiply using pencil and paper.

Method 1:

Think: 21 is the same as 20 + 1

Multiply: $\begin{array}{r} 20 \\ \times\ 3 \\ \hline 60 \end{array}$ and $\begin{array}{r} 1 \\ \times\ 3 \\ \hline 3 \end{array}$

Add: 60 + 3 = 63

Method 2:

Multiply ones; then multiply tens.

$$\begin{array}{r} 21 \\ \times\ 3 \\ \hline 63 \end{array}$$

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...omeschool

Example Multiply: 42 × 3

Solution We write 42 on top and 3 underneath, directly below the 2. We multiply 2 by 3 to get 6. Then we multiply 4 (for 40) by 3 to get 12. The product is 126.

$$\begin{array}{r} 42 \\ \times\ 3 \\ \hline 6 \end{array} \rightarrow \begin{array}{r} 42 \\ \times\ 3 \\ \hline 126 \end{array} \rightarrow \begin{array}{r} 42 \\ \times\ 3 \\ \hline \mathbf{126} \end{array}$$

LESSON PRACTICE

Practice set Find each product:

a. $\begin{array}{r} 31 \\ \times\ 2 \\ \hline \end{array}$ **b.** $\begin{array}{r} 31 \\ \times\ 4 \\ \hline \end{array}$ **c.** $\begin{array}{r} 42 \\ \times\ 4 \\ \hline \end{array}$

d. $\begin{array}{r} 30 \\ \times\ 2 \\ \hline \end{array}$ **e.** $\begin{array}{r} 30 \\ \times\ 4 \\ \hline \end{array}$

MIXED PRACTICE

Problem set

1. (Inv. 4) The 1-gallon container of milk he... words to write 3.78 L.

2. (Inv. 1, 34) Juan compared two numbers. The ... two thousand, three hundred se... number was forty-two thousand, e... comparison symbol to show the co...

3. (41, 43) The ticket cost $3.25. The man pa... $5 bill. How much money should ...

4. (Inv. 3, 31) Nine squared is how much more ... of nine?

5. (41) Find the missing factor: $8M = 48$

6. (40) Eight fluid ounces of water is o... many fluid ounces of water is a pi...

7. (35) How many circles are shaded?



New to Saxon Math? Click here for a placement test!

8. (21, 39) Use an inch ruler to find the diameter of this circle:



9. (Inv. 1, 42) Compare:

(a) $-5 \bigcirc -2$ (b) $4 \times 60 \bigcirc 3 \times 80$

10. (41) $\$4.03 - \$1.68$ **11.** (43) $\$4.33 + \$5.28$ **12.** (43) $\$5.22 - \$2.46$ **13.** (41) $\$7.08 - \$0.59$

14. (44) 21×6 **15.** (42) 40×7 **16.** (44) 73×2 **17.** (44) 51×6

18. (43) $\$2 + 47¢ + 21¢$ **19.** (43) $8.7 - 1.2$

20. (24) $62 - N = 14$ **21.** (24) $N - 472 = 276$

22. (27) Write this addition problem as a multiplication problem:

$$2.1 + 2.1 + 2.1 + 2.1 + 2.1 + 2.1$$

23. (33, 42) (a) Which digit in 1760 is in the hundreds place?

(b) Use words to write 1760.

(c) Round 1760 to the nearest hundred.

24. (42) Round 738 and 183 to the nearest hundred. Then add the rounded numbers.

25. (Inv. 4, 43) Add the decimal number one and fifty hundredths to three and twenty-five hundredths. What is the sum?

26. (Inv. 3, 41) If the area of this rectangle is 6 sq. cm, then the length of the rectangle is which of the following?

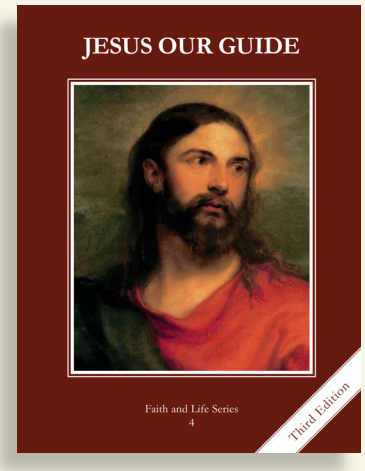


A. 3 cm B. 4 cm

C. 10 cm D. 12 cm

27. (20, Inv. 4) (a) Is $5.75 closer to $5 or to $6?

(b) Is 5.75 closer to 5 or to 6?



CHAPTER 10

Great Things Happen on the Way to the Promised Land

And the LORD said to Moses, "Lo, I am coming to you in a thick cloud, that the people may hear when I speak with you, and may also believe you for ever." Then Moses told the words of the people to the LORD.

Exodus 19:9

Bread from Heaven

On the way to the Promised Land, the Hebrew people wandered for a long time in the desert and they often ran into difficulties. Through all the preceding events, God was preparing the chosen people for very great and important **revelations**. God always provided for them, but still they did not trust him enough. Every time something went wrong, they would complain about how they never should have followed Moses and Aaron.

The day came when all the food that they had brought with them ran out. The next morning, God sent a heavy dew to cover the ground. And when the dew evaporated, it left behind white flaky bread that tasted of honey; they called it "**manna**." What is more, God provided fresh manna each morning for the rest of the time that the Hebrews were in the desert.



ple were not allowed to go near it, but they saw lightning flashes on Mount Sinai and heard peals of thunder and loud trumpet blasts, the sound of which made them tremble. To their eyes the glory of Yahweh seemed like a great fire on the mountaintop. Moses was gone for forty days and forty nights.

Then, one of the most important events in the history of the world took place. God gave Moses the **Ten Commandments** carved on stone tablets.

The Golden Calf

Meanwhile God's stubborn people became impatient and again doubted him. They went to Aaron and said, "Make us a god who will lead us. Moses is gone. We do not know what has become of him."

And so Aaron had their gold jewelry melted down and made into a statue of a calf.

"Tomorrow will be a feast in honor of the Lord," Aaron announced.

The next day, the people worshipped and sacrificed to the **golden calf**. God was angry to see that these people, for whom he had done so much, could forget him so quickly. He told Moses to go down from the mountain.

When Moses saw the people singing and dancing before the golden calf, he was so angry that he hurled down the tablets with the Ten Commandments that God had given his people, and the stone was shattered. Moses rebuked Aaron for letting the people get carried away. The golden calf was melted down and the people were punished for their sin, which was a grave sin of idolatry. Moses then wanted to make atonement for their sins, and he begged God to forgive them.

The Covenant Is Renewed

Once more, Moses climbed Mount Sinai to receive the Ten Commandments on stone tablets. He ate and drank nothing for forty days. This time God renewed the covenant that he had made so long ago with the descendants of Abraham. He said, "Go to the land that I swore I would give to Abraham, Isaac, and Jacob and to their descendants. I will send an angel on ahead of you." God also gave the people of

Israel many other laws to protect them and to be a sign that they were his chosen people.

When Moses finally came down the mountain, his face was radiant. It was shining so brightly from having spoken to God that he had to put a veil over it because people did not dare go near him. The mystery of God's greatness is impenetrable and his majesty is a thing of awe. God called his people to enter into a covenant with him.

The Ark of the Covenant

Under God's instructions, the people made a chest of fine wood called an ark. It was covered both inside and out with pure gold, and it had golden poles so that it could be carried. Inside the ark, they placed the stone tablets containing God's Ten Commandments. They called it the **Ark of the Covenant**.

The ark was kept in a portable tent called the **tabernacle**. God's presence dwelt in the tabernacle and there the priests would pray to God on behalf of the people. In addition to these, the people also made two beautiful altars and fine clothing for the priests.

The ark, the tabernacle, the vestments, and the altars were very carefully made following the instructions Moses received from God. These were all **sacred**. God also told Moses the exact way in which the holy rituals of sacrifices were to be performed. An animal victim was to be offered as atonement for sins. Only Aaron and his descendants, the Levites, were allowed to be priests. They were especially chosen and consecrated for this.

The people of Israel continued travelling through the desert toward Canaan. The men carrying the Ark of the Covenant led the way, following a cloud which guided them.

> "The law of the LORD is perfect,
> reviving the soul;
> the testimony of the LORD is sure,
> making wise the simple;
> the precepts of the LORD are right,
> rejoicing the heart;
> the commandment of the LORD is pure,
> enlightening the eyes."
>
> Psalm 19:7–8

Forty Years in the Desert

Finally one day, the Hebrews came to the edge of Canaan, the Promised Land. Moses sent out scouts on a secret mission. They were to see what Canaan looked like and who was living there.

The scouts came back with the report that the countryside was full of good fruits and vegeta-

they were very sad that he had left them. They cried for a month.

Moses was a very great **prophet**. A prophet is someone whom God uses to speak to his people. Moses was very close to God, and God worked great miracles through him. Dramatic new revelations of God and the moral law were given through Moses to the Jewish people.

Words to Know:

revelation manna consecrated
Ten Commandments
golden calf Ark of the Covenant
tabernacle sacred prophet

Q. 36 ***Why did God call the people of Israel to enter into a covenant with him?***
God called the people of Israel to enter into a covenant with him, so that they could come to know him and serve him as the one true God. God gathered his people to give them hope of salvation (CCC 54–64).

Q. 37 ***What did the people of Israel have to do to keep the covenant?***
To keep the covenant, the people of Israel had to obey the Ten Commandments (CCC 62, 2061–62).

Q. 38 ***Who must obey the Ten Commandments?***
All people must obey the Ten Commandments. God revealed them to Moses for all people (CCC 2072).

Q. 39 ***What was manna?***
Manna was a bread rained down from heaven. God provided manna for his people in the desert so they would live (Ex 16:4–32).

Q. 40 ***Why can we believe what Moses said and what God revealed through Moses?***
We can believe Moses because God descended upon Mount Sinai so all could see him in a dense cloud and hear him when he spoke to Moses. God did this so that all would believe in him forever (Ex 19:9).

Q. 41 ***What was the Ark of the Covenant?***
The Ark of the Covenant was a chest lined with pure gold, in which the Ten Commandments were kept. In the Old Testament, God's presence remained with the Ark (Ex 25:8–10, Deut 10:5).

Q. 42 ***Who were the priests of the people of Israel?***
Aaron and the Levites were the priests of the people of Israel (Ex 28:43–29:9).

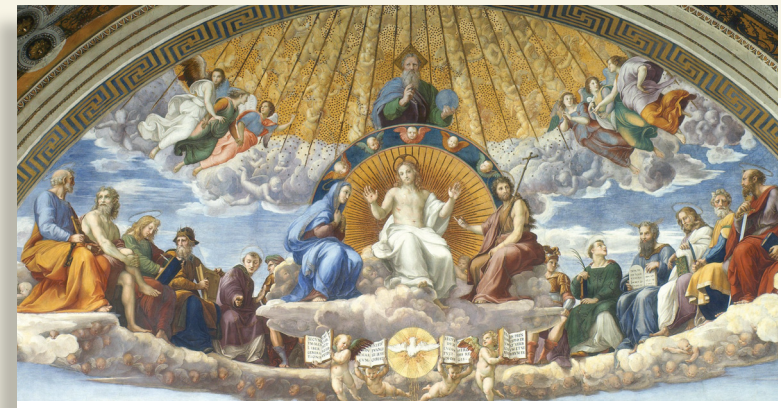


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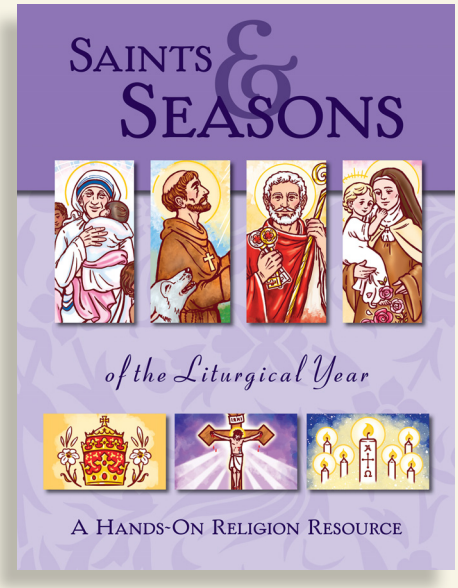
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Week 4

Day 1: Complete the "Communion of Saints Project" on pages 42–43.

Day 2: Complete the "Holy Souls Project" on pages 45–47.

Communion of Saints Project

The Communion of Saints is the spiritual union between all the souls who have God's life of grace in their souls. These include the holy men and women in Heaven (Church Triumphant), the souls being purified in Purgatory (Church Suffering), and all of us on earth striving to do God's will (Church Militant). "We, though many, are one body in Christ"(Romans 12:5). Selecting images from the next page, make a poster illustrating the Communion of Saints. See example below.

Church Triumphant:

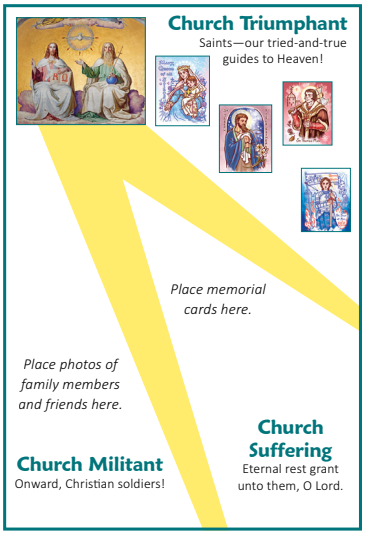
Following the sample format at right, place the image of the Blessed Trinity in the upper left of an 11" x 17" sheet of paper, and the selected images of your favorite saints in the upper right. These holy men and women remind us to ask for heavenly help!

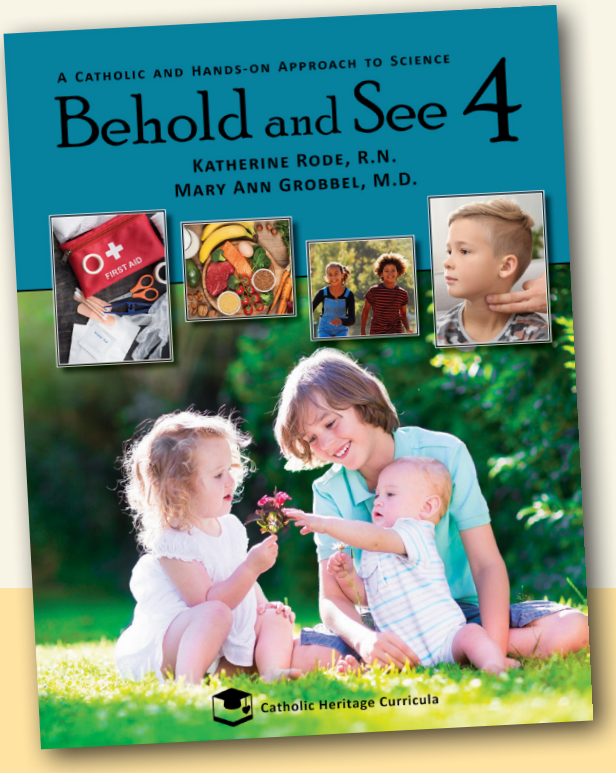
Church Suffering:

Add memorial cards or the names of deceased relatives and friends in the middle section. These serve as a reminder to pray for family members and friends who have died and are still on their journey to Heaven.

Church Militant:

Feature as many photos of family members and friends as desired. Give special prominence to the Holy Father and your local bishop and pastor as they lead us, the Church Militant.





Science Checklist

- **Are the materials up-to-date and relevant?**

  Reprinted textbooks frequently fail to update the student sufficiently or correct inaccuracies—both factual and conceptual—that stem from the fact that we have learned many things since the original writing of the texts.

- **Is the pace enjoyable?**

  Some texts proceed from A to Z without hitting much of the stuff in the middle. It is better to cover less ground and make sure the student understands the basics, because it isn't difficult to acquire information later, or even to understand further science materials once he has a good grasp of the basics.

- **Are the materials Catholic?**

  The idea that we can legitimately use secular or Protestant materials by simply telling our children that the book is wrong seems at first glance to solve the problem of using non-Catholic texts. However, one cannot teach truth by simply pointing out error. Error must not only be refuted but the truth must also be taught in its place. How much better then, rather than carving out additional time to teach the Catholic perspective on the topic and/or risking that the student will be taught doctrine that runs counter to our Catholic Faith, to simply teach one lesson that contains the Catholic doctrine all within the context of the material.



"This will be our third year to use CHC. We love it!!! This picture shows my son, Noah, with his "likeness" that was created during our use of "My Temple of the Holy Spirit" science curriculum. He cut out, stuffed, and sewed all of the internal body parts, and we cut his silhouette from foam board. Great project and lots of fun!!"

—Angela, OK

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My Temple of the Holy Spirit

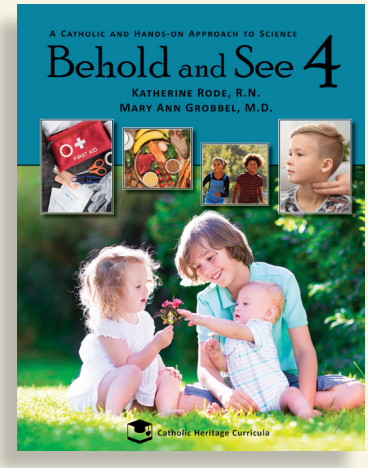
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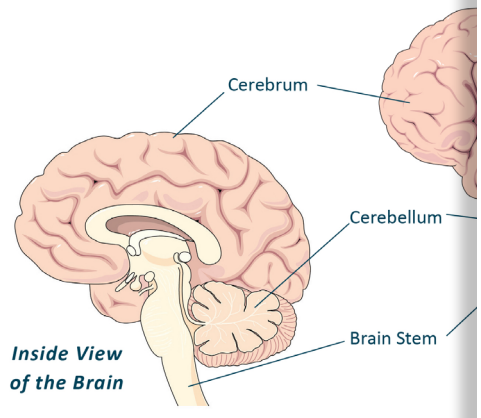


Brain & Central Nervous System

We have all been created in God's image and likeness. We are His special and unique creation, and our **brain** is a gift from God. He provided us with this magnificent organ to be in charge of our whole body, interpreting information that is vital for life function. God packed so many different functions into this small organ that man has spent years studying and learning about it.

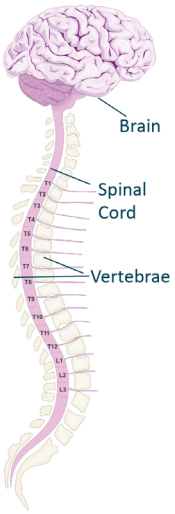
Your brain has three main parts: the cerebrum, cerebellum, and brain stem. Here is a short description of what each of these parts of the brain does for us:

1. **Cerebrum**—This word is Latin for "brain." It is the largest part of your brain and is located at the uppermost part of your head. This is where you think, feel, understand, remember, hear, see, smell, and taste. It is the area responsible for your intelligence, creativity, and some of your emotions. The cerebrum re
eyes, ears, nose, tongue, and skin (your five senses)
information so that your body can react appropriately.
2. **Cerebellum**—This word is Latin for "little brain." This is
your brain and is located below the cerebrum, toward
part of the brain controls your physical coordination and
muscles so that they move in a well-controlled and sm
control, your movements would be jerky, and you woul
3. **Brain stem**—This is the base of the brain, which attach
part of your brain is vital for maintaining automatic m
heartbeat, and blood pressure. "Automatic" means happ
to think about it first.

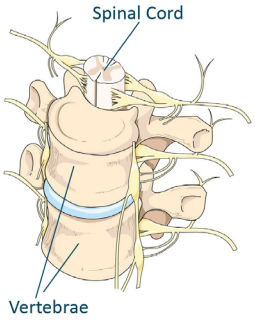


Inside View of the Brain

The brain and spinal cord together are called the **central nervous system**. The **spinal cord** is your main nerve pathway; it extends about two-thirds of the way down your back. Messages from the nerves in your body are sent up the spinal cord in your back, to your brain. Your brain processes the information and, in less than a split second, sends a command back down the spinal cord to the appropriate nerve.



You have many miles of nerves (hundreds of nerves!) running throughout your body, gathering information for your brain to use. Since the spinal cord is so important for transporting these messages, God protected it inside a column of bones called the vertebrae, which are your back bones.



Did You Know?

Around 22 days of age in the womb, your eyes started to develop; by the 26th day of your life, the foundations of your brain, spinal cord, and nervous system had been established. When you were just 9 weeks old, nestled in your mother's womb and barely more than an inch long, all of your body organs were present. You were already able to respond to touch, even though your mother could not yet feel you move inside her. By 18 weeks old, you could even hear your mother's voice when she spoke.

Dear Jesus, protect all children who are developing in the womb. We pray that they may grow to reflect Your love and light as they grow physically and spiritually. Amen.



Comprehension Questions

1. How much will your brain weigh when you are full grown?

2. What is the name of the main nerve pathway that relays messages to and from the brain?

3. Name the three main parts of the brain.

4. What part of the brain is responsible for intelligence

5. What part of the brain is in charge of the coordinat

Suggestions for Supplemental Activities

1. What happens when the spinal cord is severed? Research "paralysis." What is the difference between paraplegia and quadriplegia? If possible, tour a health-care facility that specializes in the care of people suffering from spinal cord injuries.

2. Learn about the different occupations of health-care professionals who work with the brain: neurologist, psychologist, psychiatrist.

3. Put together a plastic model of the brain (you can purchase one from a hobby store).

4. Read about the right and left halves of the brain (hemispheres) and their different

e a report about a particular disease or illness of the brain, such

For Review

Name of System: _____

Function: _____

Parts of System: _____

Three Parts of the Brain: _____

Fun Facts!

- The brain contains more water than blood. About 85 percen brain is water.
- The brain needs oxygen. It uses about 20 percent of the oxygen breathed in by adults. In children, the percentage of oxygen used by the brain can be much higher.
- The brain is far more complex than any computer, but it operates on the same amount of electrical power that is used to light a 20-watt lightbulb.

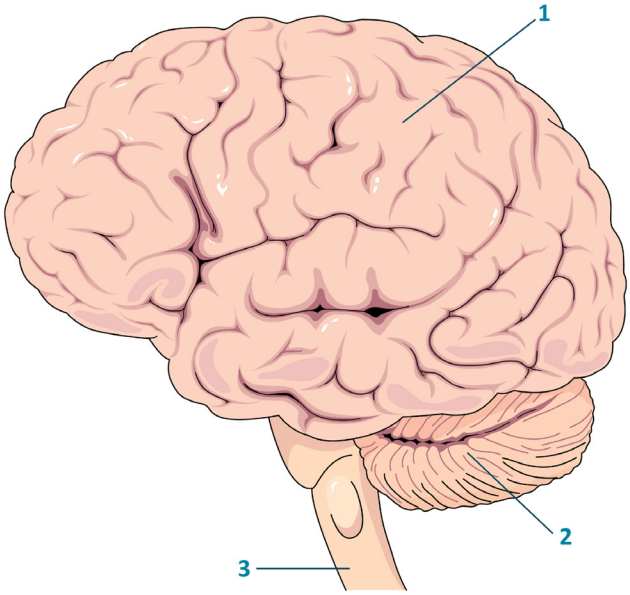


- The spinal cord is a bundle of nerve fibers that is about as thick as

Label the Brain

Label the parts of the brain.

1 _____
2 _____
3 _____



We are His handiwork . . .

—Ephesians 2:10

When you studied history, were you taught the "whole story"? For example, that:

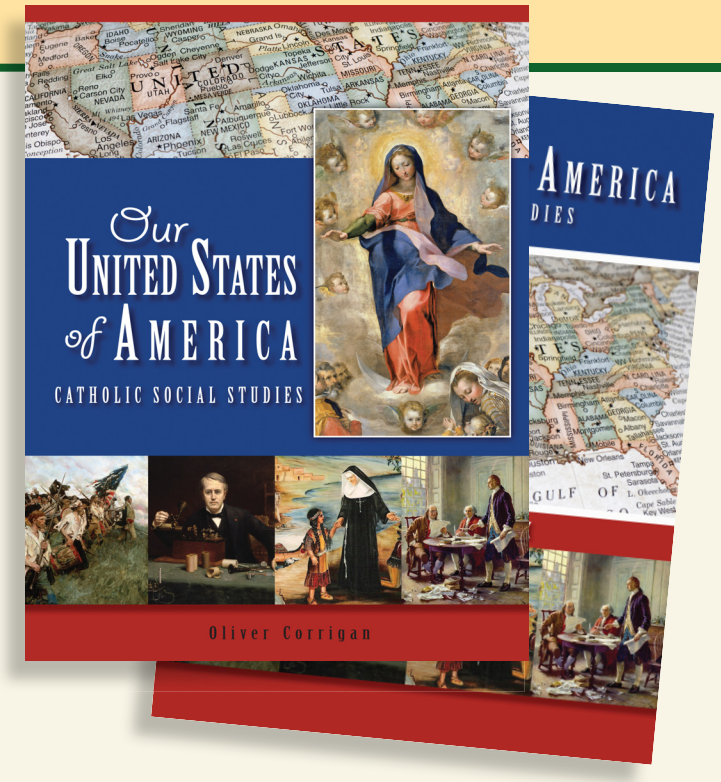
- it was and is the Church—the Magisterium and faithful individuals—who first recognized and promoted the dignity of woman in antiquity—and still does, *while modern society promotes her degradation?*
- while the Romans abandoned and exposed unwanted children to the elements, it was Catholics who stepped forward to intervene on behalf of these precious souls—and still do, *while modern society promotes their destruction?*
- through the intervention of Pope Pius XII and the Church, more than 700,000 Jews across Europe were saved during WWII—*despite the belittling and denial of this truth by modern media?*
- it was the Church who spoke out against slavery—and still does, in those countries where this foul practice lingers, *while modern society turns its head?*

The Catholic Church was there! What a heritage we have as Catholics, and what a great gift to be able to teach our dear children the *truth*.

When we began to homeschool, we quickly learned that society ignores or twists historical truths. Yet, these truths not only reveal the Church's role in transforming society, *but inspire and challenge our children to be part of this transformation as well.*

Worse, non-Catholic texts presented an increasingly pagan perspective of the world. This was a significant problem that we encountered when we had no Catholic materials from which to teach. Perhaps you have faced this challenge in your home as well?

At first, we thought that these errors/anti-Catholicism could be countered simply by telling our children that the book was wrong. However, we began to see that we couldn't



teach truth by simply pointing out error. For example, if the child says that **6 x 4 is 12,** how far will his understanding of multiplication advance if he is simply told that his answer is wrong?

We realized that error must not only be refuted, but truth must be taught in its place.

Another approach to countering socially-biased materials was to supplement with Catholic teaching. However, we soon realized that the text had already planted a confusing and false idea; now we had to find time in the school day to add "corrections" to the schedule.

Instead of carving out additional time to teach the godly perspective on the topic and/or risking that our children were taught a warped view of history, we wanted to teach one, accurate lesson. But we didn't have access to Catholic texts!

This desire to teach our children the truth, that Christendom has brought His Light to the world, was the primary reason that Catholic Heritage Curricula began developing and publishing materials for Catholic homeschoolers.

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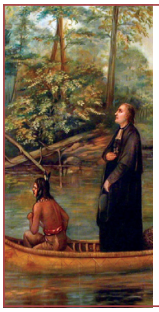
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2—Midwestern Region ★

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Minnesota • North Dakota • Soutl



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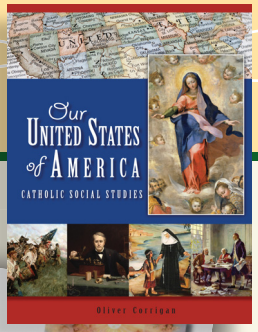
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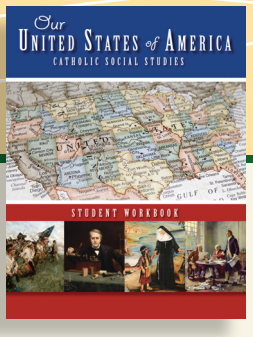


Fourth Grade Core Subjects : : Social Studies

36 (Our United States of America: Samples from Student Text)







"Dig Up" the Correct Words: Massachusetts

Directions: Read about Massachusetts. Print the correct words from the box on the blank lines. Use the tricks for finding clue words to help find the answers as you read.

Boston Massacre	Paul Revere	Massasoit
Squanto	Samoset	Massachusetts Bay Colony
Boston Tea Party	Phillis Wheatley	Plymouth

1. Which settlement did the Pilgrims start? .....
2. Which colony did the Puritans start? .....
3. What were the names of the Native Americans who helped the Pilgrims?
   ....
4. More than 100 years after the Pilgrims, unfair British laws angered the Americans, who gathered in a crowd to protest. British troops fired into the Americans, killing five. This was the .....
5. Later, patriots in disguise protested against British taxes on tea by dumping tea into Boston Harbor. This event was known as the .....

The West South-Central Region

Arkansas, Louisiana, Oklahoma, Texas

1. I, along with other French Catholics, was kicked out of Canada by the Briti
   Louisiana so I could practice my Faith in peace. I am
   a. an Acadian b. a Creole c. a gumbo
2. I am a student who wanted only to go to the high school of my choice, but
   away because of my race. I was one of the
   a. High School Nine b. High Fives c. Little Rock N
3. I am a Cherokee who barely survived a forced march from my home in th
   the way to Oklahoma. This forced march was called
   a. the Trail of Tears b. the Chisolm Trail
4. In the 1930s, a fierce drought dried up the soil and destroy
   affected by this drought was called
   a. the Rose Bowl b. Mud Wrestling
5. Six different countries have flown their flags over me. I am
   a. Confusion b. Arkansas
6. In 1822, when Mexico invited American settlement to wha
   Americans to start the first settlement. The state capital of Tex
   a. Davy Crockett b. Stephen Austin
7. I am an American folk hero who fought to defend the Alam
   a. Davy Crockett b. Stephen Austin
8. Our second-largest state is
   a. Rhode Island b. Texas

Learning the States:
Can you identify the states and their capitals yet? Time to pra
map and have them test you. How did you do?

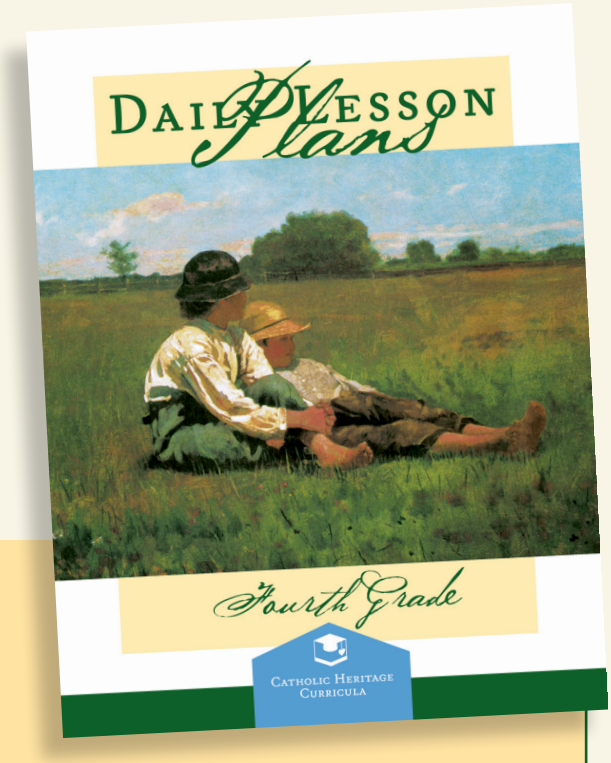


Maps and Caps

The Western Mountain states are: **Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Wyoming, Utah.** Write the names on the correct states. Research and find the capitals of the states and write their names in as well.

Now make a hand-drawn copy of this map. In pencil, write in tiny, tiny letters the state and capital names on your hand-drawn map, too.

How quickly can you memorize the states and their capitals?



CHC Daily Lesson Plans: Fourth Grade

The fourth grade lesson plans are designed for 36 weeks, four days a week.

> I just had to tell you how happy we are with the 4th grade curriculum. One evening when my husband came home my daughter ran to the door, jumping up and down exclaiming "I love school! I love school!" She even got up one morning to start before our official start time. There are parts that are not easy for her because she is challenged by writing but I think your program will allow her to improve without feeling overwhelmed. Thank you. Thank you. Thank you. —*M.P.*

What Are CHC Lesson Plans?

CHC Lesson Plans provide an organized and flexible framework for learning and developing specific skills. The lesson plans are laid out day-by-day, with weekly goals for those who prefer a simpler guide. These goals form a scope and sequence that builds from skill to skill, year-to-year, providing a solid foundation for your child as he progresses in his studies through the elementary, middle, and upper grades.

The lesson plans are designed around key features: flexibility, ease of use for the busy mom, and incorporation of the Faith with practical living. At a glance you can differentiate between required core subjects and optional non-core subjects.

Core & Non-Core Subjects

Only the boxes for required Core subjects are shaded in the lesson plans. Non-Core subjects are considered optional and have been left unshaded. They may be added to your student's schedule as time, interest, and funds allow.

Week 2 Goals	Fourth Grade ✓ Monday	✓ Tuesday
MATH ☑ *Saxon Math 5/4* Lessons 5-8, pgs. 17-30	Complete Lesson 5, pgs. 17-20.	Complete Lesson 6, pgs. 21-23.
LANGUAGE ARTS LITERATURE & READING COMP. ☑ *Treasure Trove of Literature 1* *Little House in the Big Woods:* pgs. 45-116 Guidebook: pgs. 12-21 Notebook: pgs. 10-17, 32-33, 36-37	*Little House in the B* Guidebook: Comple pgs. 12-13, including Notebook.	*e Big Woods,* Lesson 4 plete assignments on ing assignments in the
SPELLING ☑ *My Catholic Speller C* Lesson 2: Short Vowels i, o, and u & Syllables, pgs. 4-5	Read list words togeth meaning of any new w Complete pg. 4.	py all list words from the lesson, spelling words aloud as they are written.
GRAMMAR & COMPOSITION ☑ *Language of God C* Sentences, pgs. 6-9	Discuss sentence parts, pg. 6. Complete pg. 6.	Discuss complete and incomplete sentences, pg. 7. Complete pg. 7.
RELIGION CATECHISM & HANDS-ON RELIGION ☑ *Faith and Life 4* Text: Chapter 1, pgs. 12-16 Activity Book: pgs. 1-4 ☑ *Saints & Seasons*: pgs. 10-11	*Faith and Life 4:* Read and discuss Chapter 1, "The Fall of Man," pgs. 12-16.	*Faith and Life Activity Book:* Complete one or more pages as assigned.
SCIENCE & HEALTH ☑ *Behold and See 4* Brain & Central Nervous System, pgs. 9-13	Study vocabulary words, pg. 9. Read lesson pg. 10.	Finish reading the lesson and "Did You Know?" pgs. 11-12.
SOCIAL STUDIES ☑ *Our United States of America* Text: Introduction, pgs. 10-13 Workbook: pgs. 5-6	Introduction Read pgs. 10-11 in text. Look over the map on pgs. 12-13.	Introduction Complete pg. 5 in workbook.
NON-CORE & ELECTIV ☑ *Catholic Heritage Ha* Week 2, pgs. 8-9	on 1, pg. 8.	Complete Week 2, Lesson 2, pg. 8.
☑ *Art Masterpieces:* *Liturgical Collection* Theme: Our Lady of S	*ical Collection* nd paste the same theme tinues to memorize the poem/Scripture.	*Art Masterpieces: Liturgical Collection* Read and discuss "Compare and Contrast," pg. 12. Ask the student to recite the poem or Scripture passage to his family, then allow him to cut and paste the decorated poem onto pg. 10.
☑ P.E./Recess Ideas on pg. 27 ☑ Sewing with St. Anne	Begin sewing project.	Work on sewing project.

At a glance you can differentiate between required Core subjects (shaded) and Non-Core subjects (un-shaded).

Ample space is provided to **write in** appointments, remedial work, skills mastered, scores, and enrichment activities.



Non-Core Subjects : : Art Appreciation & Poetry

Art Masterpieces: Liturgical Collection features 18 religious paintings by artists such as Raphael, Mengs, and El Greco. The paintings are presented alongside short poems and Scripture verses for the student to memorize. The paintings and poems are organized by the liturgical year; for instance, a painting of Our Lady of the Rosary in October, Christ the King in November, and the Nativity in December. The detailed picture studies in the **Teaching Booklet** encourage close observation of the paintings and instill a recognition of beauty, composition, color, and line.

Teaching Booklet: Sample Picture Study

The Adoration of the Shepherds
(1771—1772)
oil on panel
Anton Raphael Mengs (1728—1779)
Rococo/Neoclassical



See page 4 for the Scripture passage related to this painting.

What can I give Him,
Poor as I am?
If I were a shepherd,
I would bring a lamb.
If I were a wiseman,
I would do my part.
Yet what can I give Him?
I'll give Him my heart.

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A colorful, decorated poem that is cut and pasted from *Art Prints*

Art Story:

This beautiful painting of the Nativity by Anton Raphael Mengs, a German artist, shows the visiting shepherds' wonder at the Christ Child. Mary gently lifts Jesus and gestures with one hand for the shepherds to come closer. St. Joseph sits beside the manger, looking up in surprise at the visitors, while a number of angels hover above the scene. One angel points down at Jesus and holds what looks like an olive branch, perhaps reminding us that Jesus is the Prince of Peace. Another angel swings a censer that gives off clouds of incense to honor the Christ Child. There are all ages among the shepherds; notice the small boy peeping from behind the elderly shepherd kneeling at the manger. Another figure on the left behind St. Joseph looks out at us from the painting and gestures toward the holy figures. This is a self-portrait of Mengs, the artist. It's as if Mengs is saying to us, "Draw near so you can contemplate the beauty and holiness of the newborn Christ."

Art Theory:



There are a lot of dark browns and grays in this painting to show that the event occurs at nighttime in a dark cave or stable. However, there are a few vibrant colors and areas of bright light as well. The red tunic of the shepherd closest to us is probably what we notice first when we look at the painting, and the shepherd's intense gaze and gesture of awe make us wonder what he is looking at. This quickly brings our eyes to the brilliant blue of Mary's mantle and Jesus lying in the manger. The glowing light surrounding Mary

39

this area. The other colors of bring us around the picture scene again. Mengs made an ion that shows us what is most

ted this Nativity with Mary ry forest on a mountain. God own at the top of the picture the third Person of the d while Mary kneels before ent from how the Nativity ist wanted to paint Mary dget of Sweden in a vision. f the painting, reminds us aying monk above St. John ler of the Cistercian order d the Nativity. The artist t inspired people to adore ernard's example.

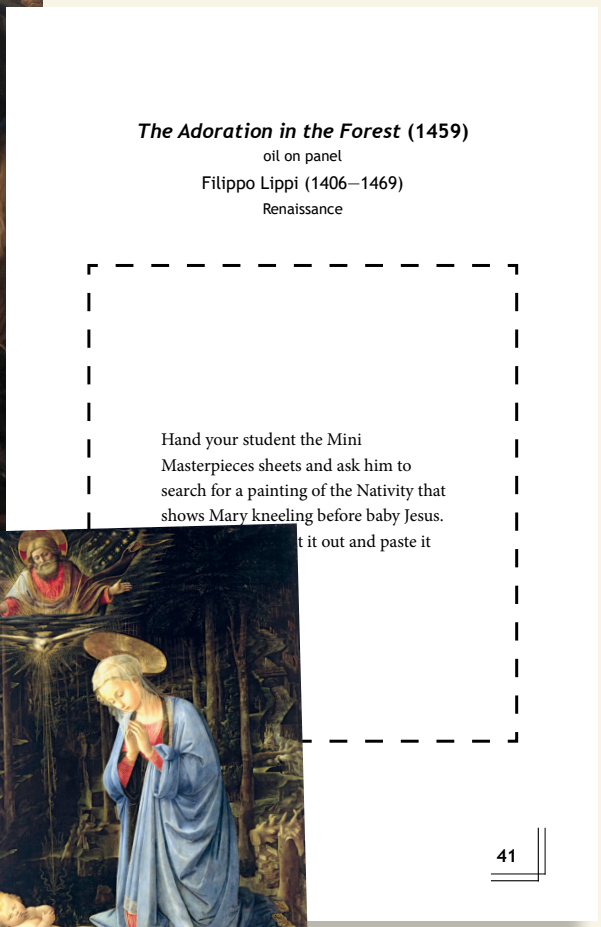
ind when you look at say it is joyful, peaceful, , or awe-inspiring?

Notice where the figures are placed in this painting. Do you see how they are arranged in a circle or oval around the picture? This is similar to how the figures are arranged in Mengs' painting. But there is a lot more action in Mengs' painting, which makes it feel energetic and dramatic.

40



Sample 8½"×11" print:
The Adoration of the Shepherds,
Anton Raphael Mengs



The "cut and paste" Mini Masterpiece activity allows the student to compare how different artists have portrayed the same event in different ways. This teaches the concept of artistic style and also prompts the student to ponder different aspects of the religious event portrayed.

Why teach art appreciation?

The most fundamental answer is that the experience of beauty in art helps to form the mind and heart for the pursuit of truth and goodness. As Prof. John Crosby has said, "the child who is raised to respond to the beautiful is thereby sensitized to all that is good and right and worthy." Taking time to expose our children to great art gives them the opportunity "to contemplate the ray of beauty that strikes us to the quick, that almost 'wounds' us, and that invites us to rise toward God" (Benedict XVI).



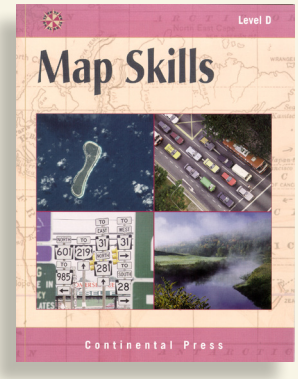
Non-Core Subjects & Electives : : Handwriting

The *Catholic Heritage Handwriting* series is spiral bound at the top of the page, much like a stenographer's notebook, but in standard 8½"×11" page size so there is plenty of room for penmanship practice.

Most handwriting programs are printed on both sides; *Catholic Heritage Handwriting* pages are single sided.

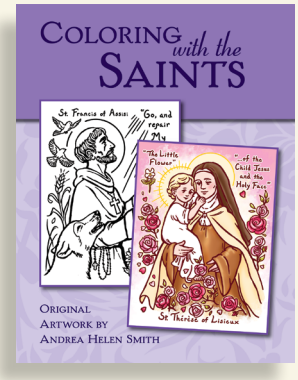
Level 4 provides cursive practice with a smidgen of tongue-in-cheek humor, in addition to classical and Church Latin language exposure as well. (This level includes some of the most common prayers and responses of the Church in Latin.)

Samples: • Week 1, pages 41–42



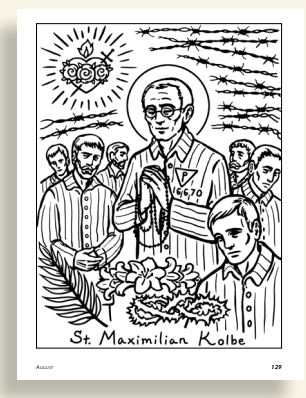
Non-Core Subjects & Electives : : Map Skills

Map Skills Level D gives students the tools they need to understand and use maps. Bite-size lessons are illustrated in full color. The Teacher's Guide includes a complete answer key and enrichment ideas for each lesson.

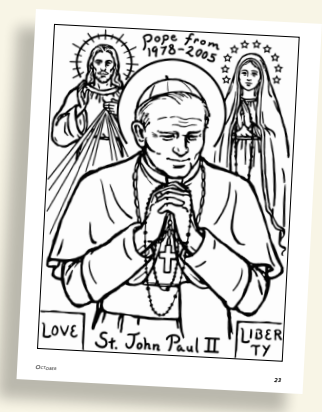


Non-Core Subjects & Electives : : Coloring with the Saints

Coloring with the Saints features the original artwork of Andrea Helen Smith, containing full-page, black-and-white illustrations of over 60 saints of the liturgical year. It may be used as a stand-alone coloring book to help you celebrate the saints of the liturgical year, or as a complementary book to accompany the hands-on religion resource, *Saints & Seasons of the Liturgical Year*. The coloring pages are arranged by date, making it easy to hand out a coloring page on the feast of a particular saint. Pages are single-sided; after being colored the illustration can be cut out of the book and displayed.









Week 1, Lesson 1

Starting at the dot, trace inside the outlined letter. Be sure to follow the arrows.

Then make more letters in the blank spaces. Join letters that are joined in the examples.

Aa

aa

Aa

Week 1, Lesson 2: Now let's practice words. (Write each word *at least* twice!)

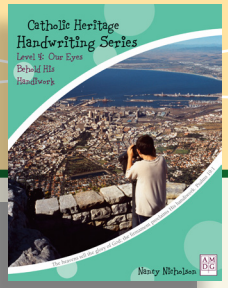
Advent

mantle

Ave

Maria

gratia



Week 1, Lesson 3

Copy in a manner that would make St. Alphonsus proud.

O God, Thou art all-powerful,
make me a saint.
St. Alphonsus de Liguori

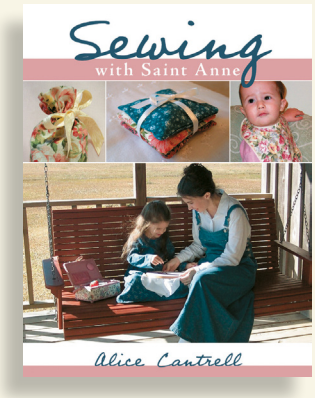
Click for more samples!

Week 1, Lesson 4

Copy the Latin phrase twice. Then stand in front of a mirror and turn your workbook upside down to read the translation.

Ave Maria, gratia plena

Translation: (Hail Mary, full of grace)

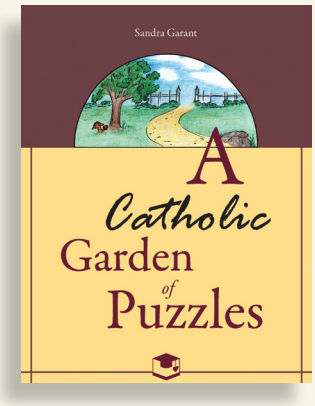


Non-Core Subjects & Electives : : Home Economics

Sewing with Saint Anne contains fully-illustrated sewing lessons for 16 different homemaking and gift projects. Each project is labeled to indicate the difficulty level: beginner, intermediate, or advanced. Designed for beginners, and flexible enough to be used individually or with a group or co-op. A sewing machine is helpful, but not required. Patterns included.

Extra: Enjoy historical features such as "Pins and Needles," "A Bit about the Humble Apron," "History of Quilting," and others.

Click to view samples!



Non-Core Subjects & Electives : : Critical-Thinking Skills

A Catholic Garden of Puzzles includes 77 word puzzles to intrigue and educate: Vowel-less Puzzles, Restoration Puzzles, Cryptograms, Logic Puzzles, and more! These challenging word puzzles teach and reinforce the truths of our Faith while improving our children's spelling and critical-thinking skills. Permission is granted to make additional copies of the puzzles for immediate family members.