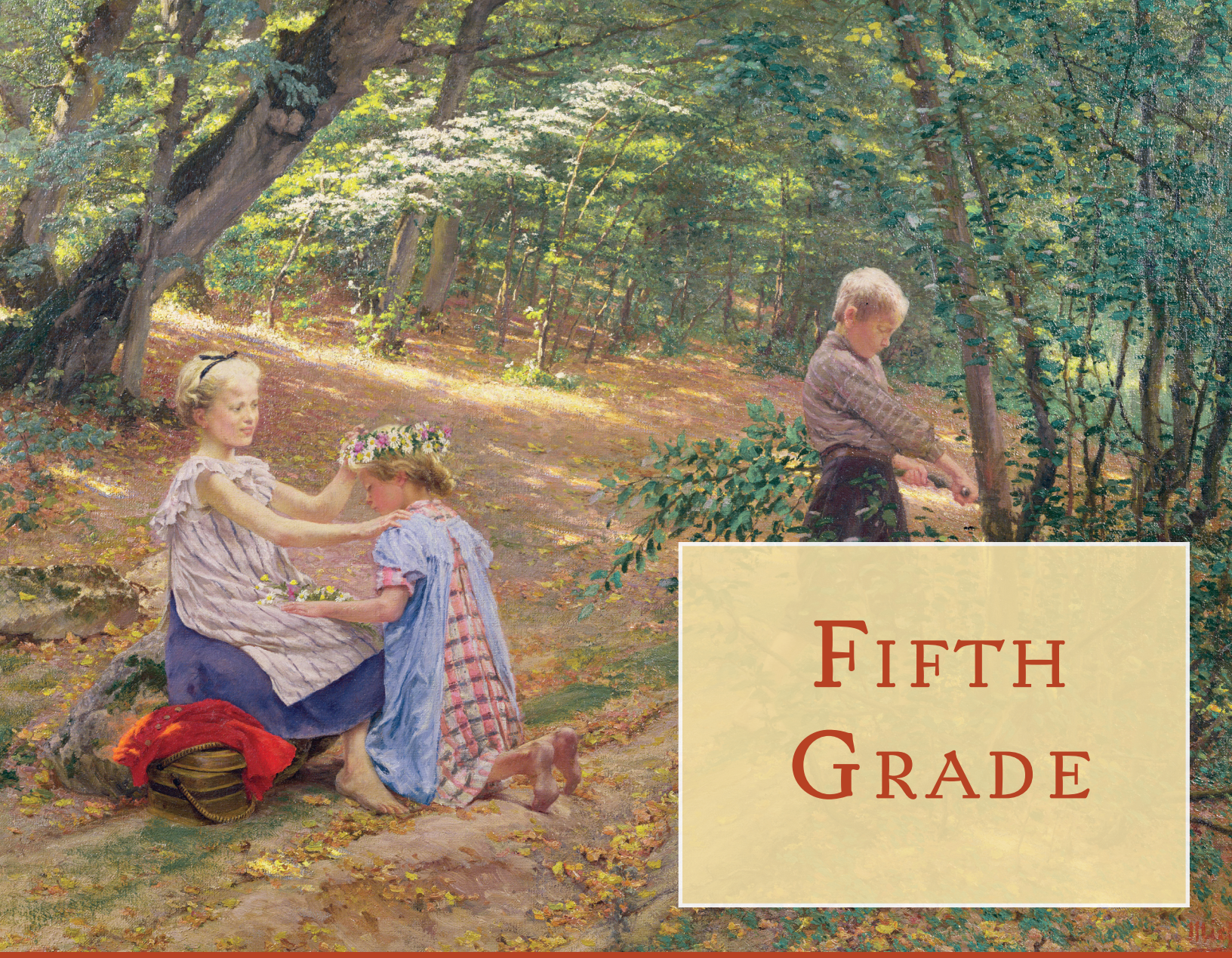


Fifth Grade

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 Fifth 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

Fifth Grade

MATHEMATICS

- Multiplying decimals, fractions, and mixed numbers
- Dividing with decimals, fractions, and mixed numbers
- Number theory: prime and composite numbers, GCF, LCM, divisibility
- Indirect measure: scale factor, scale drawings, scale models
- Geometry: planes, complex figures, trapeziums, circumference
- Algebraic concepts and procedures
- Statistics, data analysis, and probability
- Problem-solving methods

LANGUAGE ARTS

- Increased reading comprehension
- Literary elements: setting, character, plot, and theme
- Literary devices including irony, literary perspective, personification, and more
- Creative writing: journaling and short story
- Writing research paragraphs
- Oral-presentation skills
- Spelling and vocabulary development
- Increased language skills: parts of speech, diagramming, crafting better paragraphs

SCIENCE

- Scientific research, classification, recording data, taxonomy, graphs
- Metamorphosis, facilitation, food webs, bioaccumulation
- Atoms, molecules, elements
- Photosynthesis, physiology, biochemistry, chemical equations
- Circulatory system, heart and lung health
- Logic, scientific reasoning and experiments, forming hypothesis
- Earth's movements and seasons, clouds, atmosphere, water cycle
- Plate tectonics, rocks, minerals, fossils
- Genetics, DNA, genes, chromosomes

HISTORY AND GEOGRAPHY

- American exploration and discovery, colonial life in the New World
- Revolutionary War, Civil War
- Westward movement, pioneer life
- Democracy's principles and documents
- Map and globe skills

RELIGION

- Deeper understanding of the teachings of Holy Mother Church
- Challenge of a living faith: service to others, sacrifice, obedience, prayer, charity

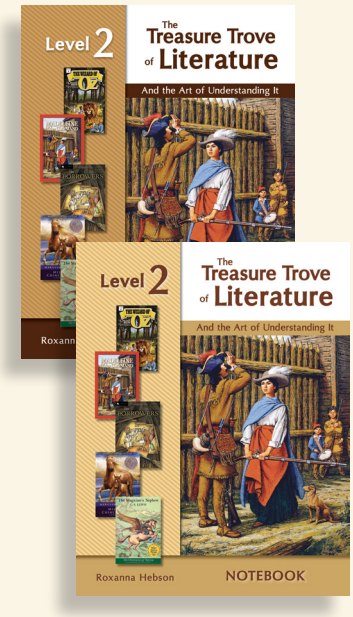
ELECTIVES

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 © 2024 Catholic Heritage Curricula. • 1-800-490-7713

Fifth Grade Materials Guide

TITLE	CONSUMABLE	NONCONSUMABLE*
CORE SUBJECTS		
The Treasure Trove of Literature, Level 2 Guidebook		✓
The Treasure Trove of Literature, Level 2 Notebook	✓	
The Wizard of Oz		✓
Madeleine Takes Command		✓
The Borrowers		✓
Misty of Chincoteague		✓
The Magician's Nephew		✓
My Catholic Speller, Level D	✓	
Language of God, Level D	✓	
Writing Workshop I (E-BOOK)		✓
Saxon Math 6/5 Student Textbook		✓
Saxon Math 6/5 Tests and Worksheets Booklet	✓	
Saxon Math 6/5 Solutions Manual		✓
Behold and See 5 Text		✓
Behold and See 5 Workbook	✓	
Faith and Life 5 Student Text		✓
Faith and Life 5 Activity Book	✓	
Faith and Life 5 Answer Key		✓
Growing in Grace & Wisdom	✓	
From Sea to Shining Sea: Student Textbook		✓
From Sea to Shining Sea: Workbook	✓	
From Sea to Shining Sea: Answer Key to Workbook		✓
DAILY LESSON PLANS		
CHC Lesson Plans for Fifth Grade	✓	
(Includes From Sea to Shining Sea Study Guide)		
ELECTIVES (OPTIONAL)		
Ever Ancient Ever New, Level 1: Art Textbook		✓
Ever Ancient Ever New, Level 1: Art Pad	✓	
Map Skills, Level E Student Workbook	✓	
Map Skills, Level E Teacher's Guide		✓
A Catholic Garden of Puzzles		✓
Sewing with Saint Anne		✓

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



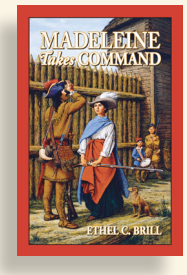
Language Arts : : Literature & Reading Comprehension

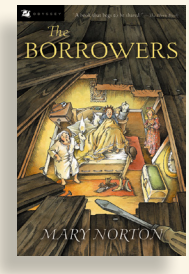
The Treasure Trove of Literature, Level 2 is a hands-on, Catholic literature program that consists of a non-consumable GUIDEBOOK and a consumable NOTEBOOK which guide the student through five classic works of children's literature: *The Wizard of Oz*, *Madeleine Takes Command, The Borrowers, Misty of Chincoteague*, and *The Magician's Nephew*. Designed for independent study—no prior literary knowledge needed by the parent!

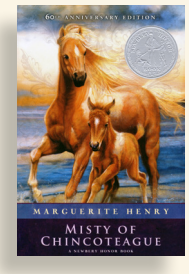
The Treasure Trove of Literature, Level 2 includes vocabulary; reading comprehension; literary devices and literary elements; discussion questions; weekly games, projects, and activities; weekly lessons about virtuous character qualities exemplified in the reading; and a final project for each book.

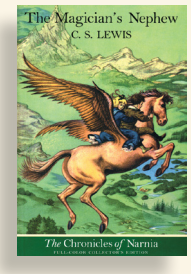
Samples:
- More about *The Treasure Trove of Literature*, pages 8–9
- Lesson 1, pages 10–11
- Lesson 5, pages 12–13

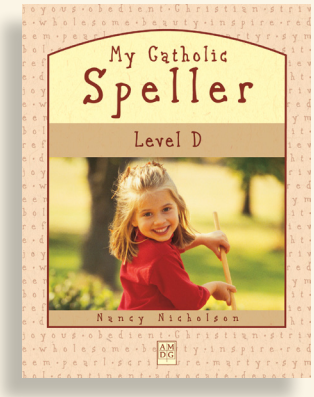








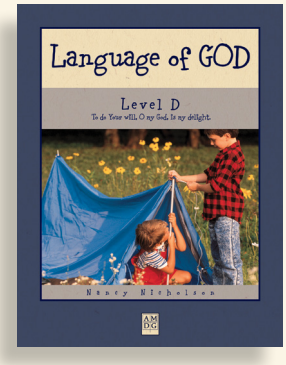




Language Arts : : Spelling

The *My Catholic Speller Series* follows the high standards, and common scope and sequence, that could be found in any such series from a good Catholic school in years past. Yet, while presenting traditionally sound academics, this series is nevertheless engaging, modern, and up-to-date in its content and approach to Catholic education. Parents have reported that their students, upon completion of the spelling series, were two years ahead of their grade level in spelling.

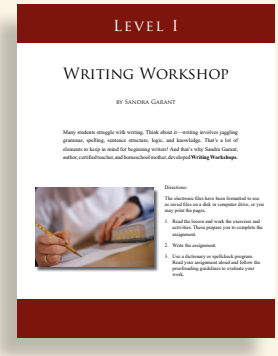
Samples:
- Lesson One, pages 14–15
- Contents, page 15



Language Arts : : Grammar and Composition

Language of God D is designed to provide the Catholic student with a simple introduction to basic English and grammar skills in the context of our Holy Faith. It is also designed with the teacher in mind; no teacher's manual is required because all necessary information, including a removable answer key, is contained within the student worktext. Lessons build a strong foundation in grammar instruction, with a spiral presentation that reviews earlier concepts in succeeding levels. Includes an appendix with composition, dictation, and copywork assignments that give the student the opportunity to practice grammar and writing skills learned at that level.

Samples:
- Table of Contents, page 16
- Sample lessons, pages 17–18



Writing Workshop I E-book is a highly recommended writing course for Weeks 29–35. The lessons in Level I teach basic writing structures. Children will enjoy the reading resources and games that provide a warm-up to the writing assignment. Then they practice writing riddles, creating sound effects, using repetition, adding dialogue, and developing characters and plots.

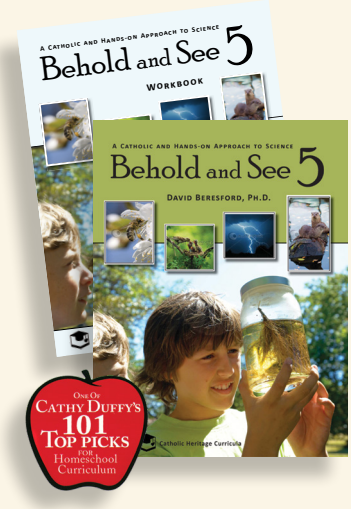
Samples:
- Sample from Lesson 4, page 19



Mathematics

Saxon Math 6/5 Kit includes Student Text, Solutions Manual, and Test and Worksheets. 132 lessons. All-time favorite with homeschoolers, this program uses an incremental approach, giving fifth-grade students a solid foundation in mathematics. The **Solutions Manual** provides complete, step-by-step solutions to each problem—an invaluable aid for helping your student with those "unsolvable problems"!

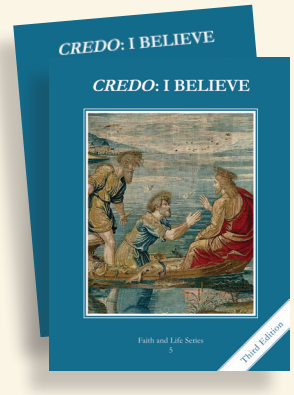
Samples:
- Lesson 53, pages 20–21



Science and Health

Behold and See 5 is an up-to-date, Catholic science program written by Dr. David Beresford, a college professor, working scientist, and homeschooling father. *Behold and See 5* combines a stunning, full-color interior with hands-on experiments and engaging scientific content from a Catholic perspective. Dr. Beresford's enthusiasm for science can be clearly seen in the text's conversational style, the abundance of hands-on experiments, and the eagerness with which he helps students actually "do science" for themselves. The **Student Workbook** provides kid-friendly exercises, tests, and an answer key to complete this full-year course.

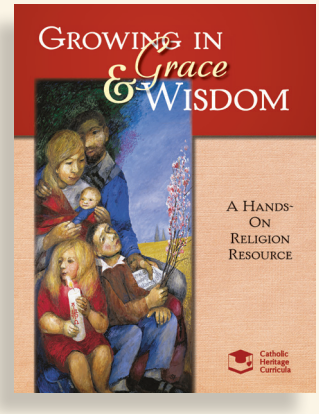
Samples:
- Contents, page 22
- Excerpt from Chapter 2, pages 23–24
- Excerpt from Student Workbook, page 25



Religion : : Catechism

Each lesson in *Faith and Life Grade 5: Credo—I Believe* builds upon previous ones to give young children a simple and clear grasp of the basics of our Faith. The *Faith and Life 5* **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.

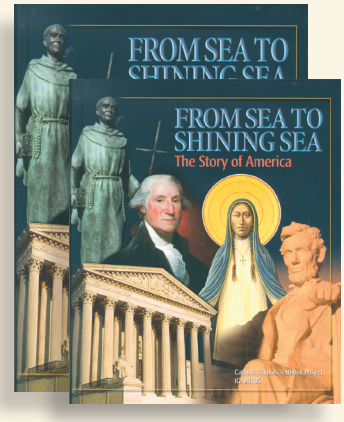
Samples: • Student Book, Excerpt from Chapter 15, pages 26–27



Religion : : Hands-On

Growing in Grace & Wisdom is a full-color religion resource designed to help your fifth-grader grow in maturity through inspirational stories and hands-on activities. The course touches on themes such as making thoughtful decisions, cultivating silence of mind and body, choosing good friends and being a good friend, using creativity to meet challenges, identifying "creativity thieves" in our lives, choosing entertainment wisely, good sportsmanship, appreciation for creation, witnessing to the Faith, the importance of prayer, and more.

Samples: • Samples from Lessons 7 and 8, pages 28–29

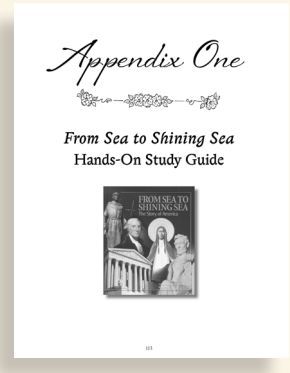


History & Geography

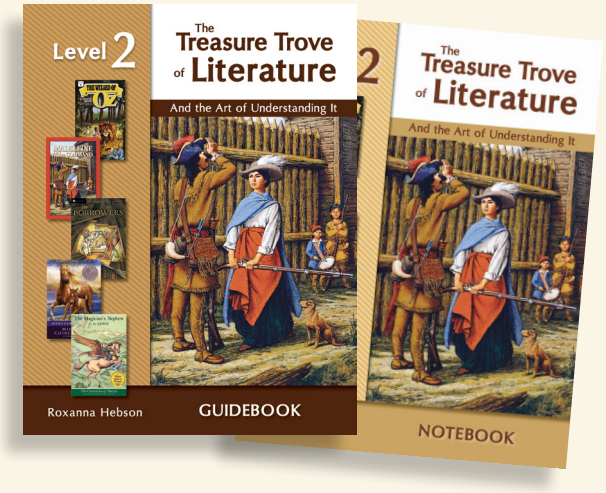
This colorful **textbook** teaches the story of North America, covering the Indian nations, European colonization, and history of the United States up to the twentieth century. *From Sea to Shining Sea* includes 20 chapters, written as a series of stories with thumbnail biographical sketches, lives of the saints, maps, and other supplemental materials. Students will find the lavish use of color photos and drawings very attractive.

The **workbook** includes varied styles of excercises for each section of the textbook. The **answer key to workbook** is available separately.

A **hands-on study guide** is included in *CHC Lesson Plans for Fifth Grade*. Allow student to select an activity according to his unique interests and ability. The guide is just a beginning; use the ideas as a springboard for exploring American history!



Samples: • Table of Contents, page 30
• Samples from Student Textbook and Study Guide, page 31



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

Vocabulary

Vocabulary words and definitions are provided for each reading assignment. The definition is 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 help the student recall what he has read and ensure that he has comprehended the reading.

Visualizing What You Have Read

After every reading assignment, the student will draw an illustration in the Notebook. 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 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 literary devices such as suspense, irony, and literary perspective.

Discussion Questions

The weekly Discussion Questions 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 detailed 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

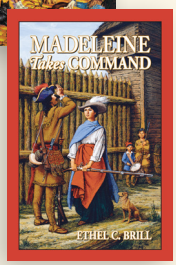
A wide variety of optional activities—including crafts, art activities, and research projects—are suggested each week. The hands-on activities expand on what was read and are meant to bring the book to life for the student through memorable experiences.

Final Projects

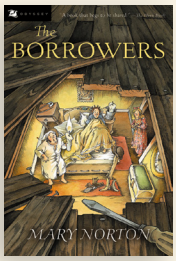
Each book study concludes with a final project. These projects reinforce the literary elements the student has studied and range from building a model fort and using it to explain the plot of *Madeleine Takes Command* to rewriting a paragraph in *The Borrowers* from the perspective of another character.



The Wizard of Oz by L. Frank Baum
Recommended Edition: ISBN 9780345335906
While reading about Dorothy's marvelous adventures in the land of Oz, the student will review essential literary analysis skills. **Main Literary Devices:** Setting, Irony, Symbolism, Mood, Simile, Alliteration, Onomatopoeia, Flashback, Puns, Polysyndeton



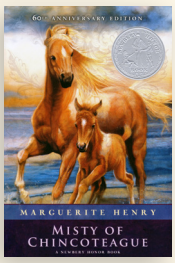
Madeleine Takes Command by Ethel C. Brill
Recommended Edition: ISBN 9781883937171
This gripping and inspiring tale is based on a true account of colonial French Canada in the 1690s. The student will fill out a plot map of the story in order to study the five parts of a mountain plot. **Main Literary Devices:** Plot, Building Suspense, Foreshadowing, Imagery, Idioms



The Borrowers by Mary Norton
Recommended Edition: ISBN 9780152047375
This classic novel about tiny people who live underneath the kitchen floor provides the opportunity to explore character, point of view, and perspective. **Main Literary Devices:** Character, Point of View, Characters' Perspectives, Literary Perspective, Connotation and Denotation

How to order:

Go to ***chcweb.com/Grade5*** for direct links to purchase these five literature books from affordable sources.



Misty of Chincoteague by Marguerite Henry
Recommended Edition: ISBN 9781416927839
In this beloved story of a brother and sister's efforts to capture, buy, and train a legendary wild horse, the student will learn about symbolism and theme by exploring lessons about family and freedom. **Main Literary Devices:** Theme, Symbolism, Reverse Personification, Irony, Simile



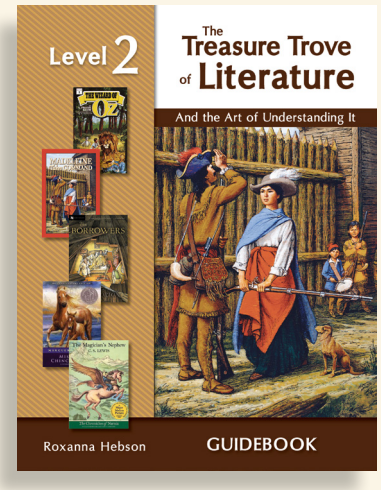
The Magician's Nephew by C.S. Lewis
Recommended Edition: ISBN 9780064409438 (Full-Color Collector's Edition)
This exciting prequel to *The Lion, the Witch and the Wardrobe* explains how the land of Narnia was created. The book study focuses on allegory, the theme of good vs. evil, and the concept of cause and effect in literature and life. **Main Literary Devices:** Cause and Effect in Literature, Symbolism, Allegory, Mood, Congeries, Irony

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

Mary Norton was born as Kathleen Mary Pearson in England in 1903. She was educated at a convent school in London. Later she trained to be an actress with the Old Vic Shakespeare company in London; perhaps this is where she developed her flair for drama and stories. She married Robert Norton, and they had a family of four children. Eventually Mary became a writer, with *The Borrowers* becoming her most popular book. *The Borrowers* tells the story of a fictional race of tiny people, known as Borrowers, and how they try to live in a human household without being noticed. The book quickly became popular and was awarded the Carnegie Medal, a British award for outstanding children's fiction. When readers clamored to hear more about the Borrowers, Norton went on to write several sequels, including *The Borrowers Afield*, *The Borrowers Afloat*, *The Borrowers Aloft*, and *The Borrowers Avenged*.

Themes in Literature: Overcoming Challenges

The Borrowers is an example of fantasy literature, since there are no Borrowers in real life. The story presents a unique challenge for its characters to overcome: surviving in a world of giant humans : six inches tall. The Borrowers avoid contact with human beings above see human beings as their biggest threat.

combines the fanciful with the real. The existence of the Borrowers and nary, but the way the characters react to what happens to them is very The trials that the Borrowers go through are easy to understand and are easy to sympathize with their emotions. Get ready to jump into the world from a completely different perspective as you read *The Borrowers*.

Reading and Reading Preparation

Have you ever had things—usually small objects—disappear from your home? Do you wonder where all these things go? Read a fantasy explanation of these disappearances as you begin *The Borrowers*. Study the vocabulary words below and read Chapter 1, pages 3–12.

Vocabulary

The Borrowers is set during the early 1900s, so it contains many references to popular during that period. Some of these words will be unfamiliar to you, but context will help you to understand the meaning. When a word is important to defined in the Vocabulary list, like the words below.

Crochet: a type of needlework using yarn and a large hook to make looped stitche
She would creep in to Mrs. May just before tea-time and Mrs. May would teac

Hassock: a padded cushion or low stool
...Kate sat hunched and silent upon the hassock.

Sealing-wax: (old-fashioned) melted wax, usually red, used to glue envelopes shu
Drawing pins: (old-fashioned) push pins; thumb tacks
"Like pencils and match boxes and sealing-wax and hairpins and drawing pins

Hat pins: long, thick needles with decorative tips used to secure ladies' hats
Blotting paper: (old-fashioned) a thick paper, usually pink or red, that was used to when writing with a fountain pen
"And hat pins," put in Mrs. May, "and blotting paper."

Colonel: a high ranking officer in the military
"He became colonel of his regiment."

Rheumatic fever: a contagious childhood disease
"He wasn't a very strong little boy: the first time he came home from India he rheumatic fever."

Conceited: prideful
"In spite of this, my brother said, they were touchy and conceited, and though the world."

Unruly: difficult to control
"They do not stay long where there are careless people, or unruly children, or household pets."

Trifle: small bit
"This particular old house, of course, was ideal—although as far as some of th concerned, a trifle cold and empty."

Intervals: periods of time between events
"...as for other human beings there was only Mrs. Driver the cook, Crampfurl the gardener, and, at rare intervals, an odd housemaid or such."

Decanter: a glass bottle with a stopper that holds drinks
Fine Old Pale Madeira: a type of wine
"...the tall, cut-glass decanter of Fine Old Pale Madeira."

Wainscot: an area of wooden paneling on the lower part of the walls of a room
Flags: flat stones used to pave a floor or street
"It stood against the wainscot, and the stone flags around it had been washed so often that a little platform, my brother said, rose up inside."

Visualizing What You Have Read

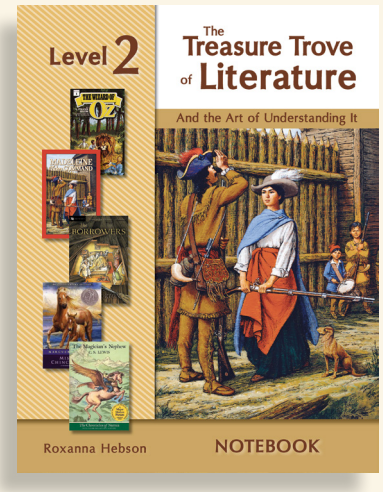
Read the instructions on page 145 of the Notebook. Then add an illustration based on today's reading to page 146 of the Notebook.

Reading Review Questions

Answer the Reading Review Questions found on page 102 of the Notebook.

Literary Studies: Point of View

Read and complete the Literary Studies found on pages 103–105 of the Notebook.



Lesson 1



Reading Review Questions: pgs. 3–12

1. What clues does Kate share with Mrs. May that make her think there may be Borrowers in this house, too?

2. Who told Mrs. May the original stories about the Borrowers? How did Mrs. May react to them as a child?

3. What do Borrowers think the role of human beings is? What theory did Mrs. May's brother have for how the Borrowers become so tiny?

er? Why?

resence of Mrs. May's brother at first?

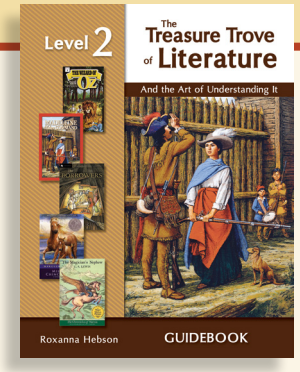
Literary Studies: Point of View

One of the most important decisions that a writer has to make is what point of view to use when writing a story. In normal life the phrase "point of view" often means "a way of looking at or thinking about something." For instance, if two people are trying to resolve an argument, it helps for each to understand the other person's point of view. In literature, the term is a bit different. Point of view is a special term that describes how the writer tells the story. There are three different points of view: first person, second person, and third person.

- First Person: In first-person point of view, the author writes as if he is a character in the story, using words like "I," "me," and "we" to tell the story. For example, if the writer wanted to tell the story of "The Three Little Pigs" from the first-person point of view, he might pretend to be the third pig and write, "*I knew that I needed to build a strong, sturdy house. It was more important to me to have a safe home than to go out and play.*"
- Second Person: To write in the second-person point of view, the author uses the word "you" as if he is writing to one of the characters in the story. To write "The Three Little Pigs" from the second-person point of view, the author could pretend to be writing a letter to the third little pig: "*You knew you needed to build a strong, sturdy house. You did not mind missing out on play time because you believed it was more important to build a safe home.*" The second-person point of view is difficult to write and is rarely used in literature.
- Third Person: The third-person point of view is the one that authors use most often. In the third-person point of view, the writer calls characters by their names or uses pronouns like "he," "she," or "they" to talk about them. For example: "*The third little pig wanted to build a strong, sturdy house. He did not mind working all day, missing out on play time with his brothers, to accomplish this. He knew it was more important to have a safe home.*" Writing in the third-person point of view makes it easier for authors to describe the feelings and motives of many different characters. This is why most authors write from the third-person point of view.

Read the following passages from the story of Little Red Riding Hood and decide if they are written from the first-person, second-person, or third-person point of view:

1. As you walk through the woods toward your grandmother's house, you notice a few lovely flowers. As you bend down to pick some, a wolf suddenly appears out of nowhere and questions you. You tell him about your grandmother and where she lives. You never thought the wolf would play such a mean trick.



Lesson 5 Discussion & Activities



Discussion Questions: pgs. 3–34

Answer and hold conversations on some or all of these Discussion Questions. A Parent's Guide to Discussion Questions begins on page 271 of this Guidebook.

1. Mrs. May says the Borrowers are the reason why so many small objects disappear out of homes. Can you think of other reasons, real or fantasy, for why small things seem to disappear?
2. Imagine that you are a small B… of things would you try to bor… your home?
3. Homily tells Arrietty that she is w… Do you agree with Homily? W… situation?
4. What do you think of Pod, Homil… you feel safe there?
5. In Chapter 1, Mrs. May points … instance, the name "Homily" sc… which means "sermon." Sometim… advice." From what you have lea… gave her this name? Pod and H… and Eggletina. Do these names …
6. Homily says that children who a… in the fresh air are more wild th… you agree with Homily? Why or…
7. Pod believes that you must te… themselves. Do you think it is be… children, instead of trying to kee… is important in deciding what to…
8. Predict future events and conse… information that you have read …

Character Quality of the Week: Docility

Docility comes from the Latin word *docilis*, which means "teachable." A docile person is someone who is teachable. One docile character in *The Borrowers* is Kate, whom we read about in Chapter 1. Even though we read on the first page of the book that Kate is "untidy" and "self-willed," she is still willing to be taught. We can see this in the way she receives crochet lessons from Mrs. May every afternoon. She also learns how to give attention to the details that are part of running a home well. As the book says, "Mrs. May taught her many things besides crochet: how to wind wool into an egg-shaped ball; how to run-and-fell and plan a darn; how to tidy a drawer and to lay, like a blessing, above the contents, a sheet of rustling tissue against the dust." Many years later, Kate still remembers these lessons, which is evidence she did a good job learning.

What character qualities does a person need in order to be taught? A docile person is humble and doesn't act as if he knows everything already. A docile person is a good listener and asks questions when he doesn't understand something. Docility also means being willing to put in the hard work that is necessary to learn.

Docility and the Bible

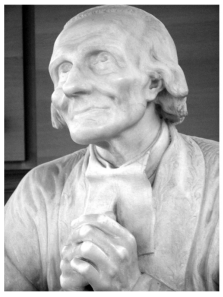
There are many verses about docility in the Bible. Proverbs 13:1 is particularly good for young people:

> A wise son hears his father's instruction,
> but a scoffer does not listen to rebuke.

This Bible verse explains that it is a sign of wisdom to learn as much as you can from your parents. People who act like "know it alls" might feel smart, but in reality they are acting foolishly.

Role-Model Saint

St. John Vianney was born in 1786 in France, around the time of the French Revolution. As a young man, John felt called to become a priest, but he had a problem. He would need to read books and prayers in Latin as an important part of his training for the priesthood, but he had never learned Latin. So when he was 20 years old, John entered a local parish school for children. It must have taken a lot of docility for a grown man to learn Latin along with young boys!



When he finally was able to move on to the seminary, he still wasn't very good at Latin, and he did poorly in his classes. John even failed his final examination at the seminary—twice! Nonetheless, he continued trying, and at last he was ordained a priest. He was placed in a small parish in Ars with only a few devout Catholics. Father Vianney taught the people how to love God until the whole parish was transformed. He had such a gift with souls that people came from all over France for a chance to go to confession to Fr. Vianney. St. John Vianney was canonized in 1925 and is the patron saint of parish priests.

Docility and You

When it comes to being docile toward your parents, it can help to remember that you are on the same team. Let's take a lesson from one of our country's most important teams, the U.S. Navy SEALs, who do difficult military missions to keep us safe. (SEAL is short for Sea, Air, and Land.) Like your family and homeschool, each Navy SEAL team is relatively small: it is composed of one chief leader, two lower-ranking leaders called officers, and 13 other SEALs.

When the SEALs are undertaking a dangerous military assignment (called a mission), they have found that they have the best results if the whole team understands *why* they are doing that mission, at least to a certain degree. So here is what the SEALs are taught to do. First, if a SEAL does not understand the reason for a mission, he thinks about it carefully from the leader's perspective to try to figure it out. If he still doesn't understand, he asks himself if there is time for him to ask the leader to explain. Sometimes there isn't time, and in th

When there is time, though, Navy S
behind their commands. How do yo
complain and say, "This mission is du
this not respectful, but it isn't docile.
and be taught *why*, but would be ass
"Sir, I don't understand why we are
better?" Sometimes the leader can't
but he tries to explain enough so tha

Of course there are big differences
there are also important similarities
most important mission in the worl
smaller assignments that you don't
certain chores. However, there is al
the assignment is important—but d
assuming you know better.

Docility Prayer

Dear God, please help us to be doci
workings of the Holy Spirit in our live

Games, Projects, and Activities

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

1. Home Economics Project: Kate shows docility by letting Mrs. May teach her some of the tasks required to run a home. Ask a parent to teach you to perform a new household or car maintenance task.
2. Needlework Project: Mrs. May teaches Kate to sew, quilt, and crochet. Ask someone you know for a few lessons in basic sewing, quilting, or crocheting. Alternatively, your parent may select video lessons online for you to watch.
3. Research Project: Research rheumatic fever. Is it still common? How dangerous is rheumatic fever?
4. Drawing Activity: To show how small the Borrowers are, draw a Borrower standing next to various objects, such as a full-sized adult, a child, furniture, toys, books, or other things. Borrowers are about six inches tall.
5. Art Project: Draw a picture of Arrietty's view of birds and flowers through the grating.
6. At the beginning of the story, Kate was spending time with her relative Mrs. May. Spend time with one of your relatives—either in person or over the phone—and ask him or her to share a favorite story with you.
7. Research Project: Research legends of little people, such as leprechauns, gnomes, fairies, and pixies.
8. Game: The Borrowers always had to stay hidden from humans. Play a game of Hide and Seek or Sardines as though you are Borrowers.
9. Craft Activity: Make a chest of drawers out of matchboxes. Stack several empty matchboxes on top of each other and decorate them to look like a chest of drawers. With a parent, you can find many creative ideas online.
10. Recipe Activity: Rewrite a recipe with directions for a Borrower. For instance, if the recipe calls for 1 teaspoon of salt, you might change it to say "3 grains of salt."

Lesson One

Short Vowel Sounds

Word List

1. valid
2. with
3. bishop
4. ministry
5. trip
6. craft
7. drill
8. cast
9. grip
10. limp
11. camp
12. dissent
13. gland
14. disturb
15. tickle
16. gather
17. visit
18. dampen
19. paten
20. Latin

A Write five list words that have five letters and make the short **a** sound heard in **hat**.

B Write four list words that have four letters and make the short **i** sound as in **list**.

C Write one list word that contains both short **i** and short **e** sounds.

D Write two list words in which short **i** is used twice.

E **Understanding New Words**

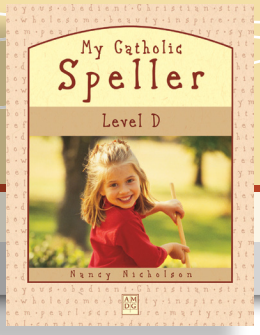
Find the words **dissent** and **valid** in the dictionary. In a separate notebook, write their definitions. Then answer the following question:

Since the Church teaches what is true, why is it important never to dissent from Church teaching?

KEY FACT #1 ☐

FACTs—**F**rom **A**ncient **C**hurch **T**eaching

Turn to pages 71–83 for a quotation from an early Church Father that uses one of this week's list words. These quotations can help you know and defend your Faith. Checkmark the box on the left when you have read the quotation and its explanation.



A

Write the correct list words on the numbered lines.

By being reverent and quiet, we do not ___1___ others at Holy Mass.

___2___ is the official language of the Church.

Located in the center of your body, an adrenal ___3___ sits at the top of each kidney.

Our Holy Father, the pope, is also ___4___ of Rome.

The ___5___ is a round plate, usually made of gold, on which the Host rests during Holy Mass.

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

B Which List Word

belongs in the group?

1. wet, moisten _____
2. toss, throw _____
3. harvest, collect _____
4. hammer, screwdriver _____
5. tent, bonfire _____
6. grasp, hold _____
7. laugh, tease _____

C ABC Order

When more than one wo
with the same letter, loo
second letter to alphabe
Alphabetize to the secor

visit dampen
dissent va

1. _____
2. _____
3. _____

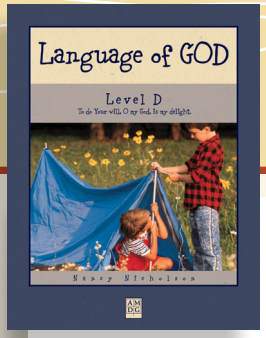
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Run-on Sentences

Sentence fragments can be confusing and cause misunderstanding because they tell only part of an idea. Fragments often lack either a subject or a predicate. *Run-on sentences*, on the other hand, contain too many subjects and predicates. Like fragments, run-on sentences can cause confusion, particularly because it is often difficult to tell where one idea ends and the next idea begins.

Our neighbors across the street have a new puppy and at first, he was scared of their children so the puppy was very quiet but now he has become really frisky and he wiggles all the time and so the neighbor children named him 'Jello.'

The paragraph above is not one sentence, but six!

1. Our neighbors across the street have a new puppy.
2. At first, he was scared of their children.
3. The puppy was very quiet.
4. Now he has become really frisky.
5. He wiggles all the time.
6. The neighbor children named him 'Jello.'

A. The word 'and' is often over-used in run-on sentences. Put an 'X' on each unnecessary use of 'and' in the italicized run-on sentence. Notice that there are three additional unnecessary words that have not found their way from the run-on sentence to the list of six sentences. Write the three words here:

1. 2. 3.

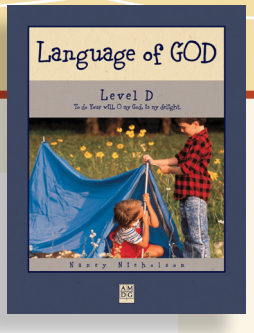
B. In the six sentences above, circle the simple subjects. Underline the simple predicates.

C. Read the run-on sentence below. Cross out each unnec simple subjects and underline simple predicates. On make a numbered list of all the sentences.

Our family went to town and we picked up our basketball a store and Mom bought chocolate mint ice cream cones it wa all over me and now I have permanent green stains on my ne

Turn to Appendix for writing exercises.

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



Direct Objects

Max fed the cat.

Max fed whom? He fed the cat. *Cat* is the **direct object**.

Max took the bowl from the cat.

Max took what? Max took the bowl. *Bowl* is the direct object.
Cat is not the direct object because Max did not take the cat. He took the bowl.

Direct objects can follow action verbs. Direct objects receive the action of the verb. They answer the question 'what' or 'whom' and receive the action of the verb.

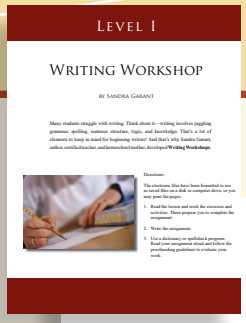
The grumpy cat bit Max's hand.

The cat bit what? It bit Max's hand.
Hand receives the action of biting. *Hand* is the direct object.

A. Circle the simple subject. Underline the simple predicate. Make a double line under the direct object.

1. (Mary) rode the donkey.
2. Joseph wanted a quiet room for Mary.
3. The tired innkeeper shook his head.
4. Instead, he opened the door to the humble stable.
5. Angels filled the night sky.
6. Wise Men brought magnificent gifts.
7. These three kings worshipped Jesus with awe.
8. The evil King Herod hated Jesus.
9. St. Joseph heard God's warning about Herod in a dream.
10. The little family left Israel for the safety of Egypt.
11. Mary hugged the Infant tightly in her arms.
12. St. Joseph protected the Holy Family from harm.

Turn to Appendix for writing exercises.



Lesson 4 — Lost and Found

Life Lines for Writing

Sometimes writers have a hard time finding the right words or any words at all. The English language has plenty of words; we just need to find the right ones to put on paper.



When you don't know what to write, help is at hand.

1. Write about something that interests you. One of my students is interested in hermit crabs, several are sports fans, another student likes cooking and plans to be either a Laker or a world-famous chef one day, and another student likes all animals. Any of these interests could be the foundation of their writing. If you have been to an interesting place, remember what you especially enjoyed about it. What would you like to remember about a vacation to the mountains, an afternoon at the beach, your trip to the rodeo, or a boat ride?

2. Write to please a specific person. Who is going to read your writing? Well, I am going to read your assignments, but think about who is going to read your letters, stories, and poems. A Catholic saint, the Cure of Ars, told a writer that he should write with God and the angels as his audience. The saintly priest meant that the writer should not be ashamed to have God read his work and that he should try to please God by using his skill and by the choice of his subject.

3. Use both hands! They are always with you. I will explain how … help you write better if you are right-handed and how your right hand … you are left-handed.

Children will enjoy the reading resources and games that provide a warm-up to each writing assignment. Then they practice writing riddles, creating sound effects, using repetition, adding dialogue, and developing characters and plots.



How to Write Descriptions with Bo…

I am not talking about learning touch typing. L… use for writing. If you are right-handed, that w… versa.

How many fingers? Five. Let each finger stand for one of y… hearing, smelling, tasting, and touching. The palm of your hand can remind you of your heart or emotions.

LESSON

53 Perimeter • Measures of a Circle

WARM-UP

Facts Practice: 64 Multip

Mental Math: Count by 6
360. How
... 4 hours?

a. 2 hours 15 minutes i
b. 2000 − 500 c.
e. How many minutes i
f. Find half of 100, ÷ 2

Problem Solving:

The numbers 3, 6, 10, an
The numbers 4, 9, 16, a
Find a two-digit numbe
square number.

NEW CONCEPTS

Perimeter When line segments enc
can find the distance arc
of all the segments th
around a polygon is call

We should note that t
meaning. We have use
segment. But length may
rectangle. We use the
dimension of a rectangle

Example 1 What is the perimeter of

Solution The perimeter is the distance around the rectangle. This rectangle has a length of 3 cm and a width of 2 cm. The four sides measure 2 cm, 3 cm, 2 cm, and 3 cm. We add the lengths of the sides and find that the perimeter is **10 cm.**

$$2 \text{ cm} + 3 \text{ cm} + 2 \text{ cm} + 3 \text{ cm} = 10 \text{ cm}$$

A **regular polygon** has sides equal in length and angles equal in measure. For example, a square is a regular quadrilateral. Below we show some regular polygons.



regular triangle | regular quadrilateral | regular pentagon | regular hexagon | regular octagon

If we know the length of one side of a regular polygon, we can find the perimeter of the polygon by multiplying the length of one side by the number of sides.

Example 2 What is the perimeter of this regular triangle?



Solution The perimeter is the total of the lengths of the three sides. We can find this by multiplying the length of one side of the regular triangle by 3.

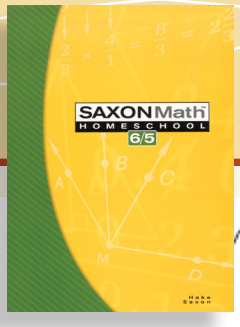
$$3 \times 12 \text{ inches} = \mathbf{36 \text{ inches}}$$

Measures of a circle A **circle** is a smooth curve. The length of the curve is its **circumference.** So the circumference of a circle is the perimeter of the circle. The **center** of the circle is the "middle point" of the area enclosed by the circle. The **radius** is the distance from the center to the curve. The **diameter** is the distance across the circle through its center. Thus, the diameter of a circle is twice the radius.



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/5—Homeschool

Activity: *Measuring Circles*

Materials needed:

- various circular objects such as paper plates, cups, wheels, and plastic kitchenware lids
- ruler, cloth tape measure, string, or masking tape
- Activity Sheet 20 (availab
Homeschool Tests and Wor

Make a list of some circular objec
the diameter, radius, and circumf
record the results in the table on A

LESSON PRACTICE

Practice set

a. What is the length of this recta

b. What is the width of the rectan

c. What is the perimeter of the re

d. What is the perimeter of this triangle?

e. What is the perimeter of square?

f. What do we call the perimeter

g. What do we call the distance middle?

h. If the radius of a circle is 6 incl the circle?

MIXED PRACTICE

Problem set

1. (49) Atop the beanstalk Jack was e goose had laid 3 dozen golde How many golden eggs were l

2. (50) There are 13 players on one other team. If some of the play other team so that the same each team, how many players

3. (Inv. 3, 46) Draw a diagram to illustrate and solve this problem:

If $\frac{1}{3}$ of the 30 children had blue eyes, how many of the children had blue eyes? What percent of the children had blue eyes?

4. (50) If water is poured from glass to glass until the amount of water in each glass is the same, how many ounces of water will be in each glass?



5. (52) In the number 123,456,789,000, the 2 means which of the following?

A. 2 billion B. 20 billion C. 200 billion

6. (25) Which factors of 8 are also factors of 12?

7. (28, 35) From the year 1820 to 1890 was how many decades?

8. (52) Use digits to write nineteen million, four hundred ninety thousand.

9. (24, 43) $6 + \left(4\frac{2}{3} - 2\right)$

10. (41, 43) $4\frac{2}{3} - \left(2\frac{2}{3} + 2\right)$

11. (29) 300×200

12. (29) 800×70

13. (26, 34) $5T = 500$

14. (51)
$$\begin{array}{r} \$5.64 \\ \times \quad 78 \\ \hline \end{array}$$

15. (51)
$$\begin{array}{r} 865 \\ \times \quad 74 \\ \hline \end{array}$$

16. (51)
$$\begin{array}{r} 983 \\ \times \quad 76 \\ \hline \end{array}$$

17. (13)
$$\begin{array}{r} \$63.14 \\ - \$42.87 \\ \hline \end{array}$$

18. (9)
$$\begin{array}{r} 3106 \\ - \quad 875 \\ \hline \end{array}$$

19. (13)
$$\begin{array}{r} \$68.09 \\ \$43.56 \\ \$27.18 \\ + \$14.97 \\ \hline \end{array}$$

20. (26) $\frac{\$31.65}{5}$

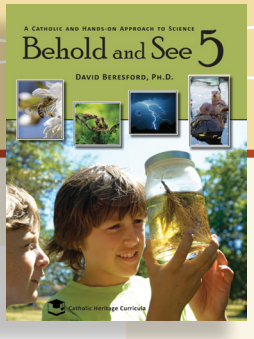
21. (34) $\frac{4218}{6}$

22. (26) $5361 \div 10$

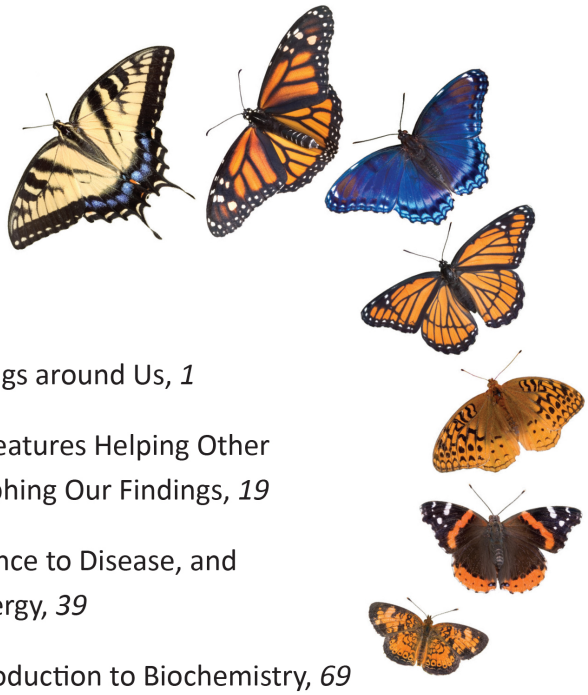
23. (33) Counting by tens, 1236 is closest to which number?

A. 1230 B. 1240 C. 1200 D. 1300

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Metamorphosis, Creatures Helping Other Creatures, and Graphing Our Findings

Words to Know

A **grub** is the worm-like, larval stage of an immature beetle.

To **pupate** means to finish growing into an adult insect inside a cocoon-like structure.

Metamorphosis is the process of going through different, changing forms to reach adulthood.

Burying Beetles and Metamorphosis

One thing that we biologists discover very quickly is that many animals are very good parents. We know that birds are good mothers, and so are alligators and crocodiles, but insects can be outstanding parents as well!



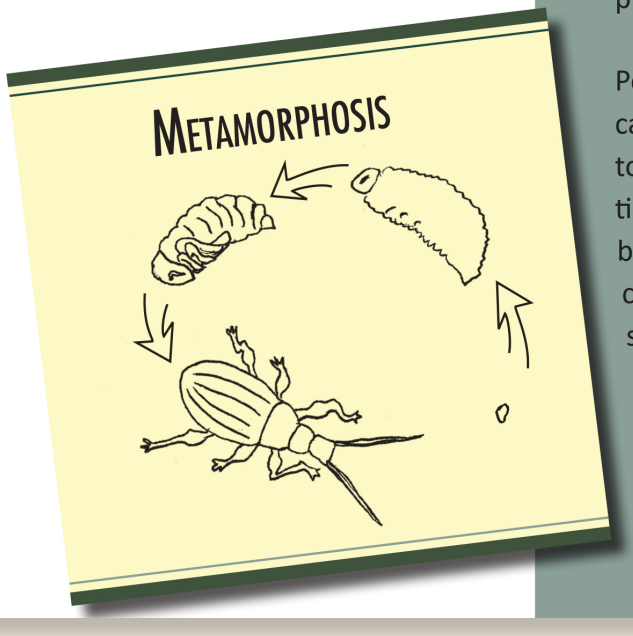
I caught some beetles in a trap with some dead mice in it. These beetles are named burying beetles because they bury dead animals by digging a hole underneath them and then covering them with soil. Burying beetles are an excellent example of how even the smallest creatures take a lot of care in raising their children.

Both the mother and father beetle fly around an area looking for a dead mouse or squirrel to bury. They bury the dead animal to hide it from other animals like flies or skunks that might want to eat it. Once a dead mouse is found, the male and female beetles hollow out a small chamber in the soil by the mouse. Then the mother beetle lays her eggs in the chamber. Both the mother and father guard their nest.



The eggs hatch and grow into baby beetles, called **grubs**. The mother beetle brings the grubs to the food (the dead mouse) and then feeds her young grubs one at a time from her own mouth, just like a mother bird does.

As a grub grows, it grows out of its skin! When the grub is ready to molt, or shed its skin, the mother feeds it again. Then, once the grub is finished growing, it **pupates** in the soil, and the parents' work is done. In this resting pupal stage, the young beetle, or pupa, grows inside a cocoon covering rather like a sleeping bag, and then finally pops out as an adult beetle. When the adult beetle emerges, its transformation from egg to grub to pupa to adult is complete. (This process of going through different, changing forms to develop into an adult is called **metamorphosis**.) Now the new adult beetle begins looking for a dead animal of its own so it too can start a family.



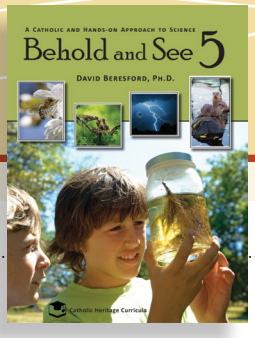
METAMORPHOSIS

Growing up surrounded by adorable babies, puppies, and kittens, it is easy to forget that not all of God's creatures start as small versions of adults. "Growing up" means something far different for insects.

Beetles aren't the only insects that go through complete or incomplete metamorphosis to reach adulthood. Dragonflies start their lives as swimmers! And butterflies and moths metamorphose from egg, to larva, to pupa, to adult as well. In fact, it is almost worth raising tomatoes just to see if you can capture an overstuffed, green Tomato Hornworm caterpillar and witness it pupating into an adult moth. You can do the same thing with butterfly caterpillars, the larval stage of butterflies. You can plant pink or purple zinnias (butterflies are attracted to pink and purple), and capture caterpillars for pupating that way.



Perhaps you would like to capture several kinds of caterpillars, keeping record of how long it took each to pupate, as different insects pupate on different timetables. By recording your findings, you become better prepared and more successful at raising critters through their developmental cycles. Do you see how recording your discoveries through notes and graphing can help in learning about the world around us?



Chapter Questions #2

Answer in complete sentences.

1. What is a grub?

2. What does pupate mean?

3. What is metamorphosis?

4. What is facilitation?

5. What is phoresy?

Solve the Mystery

Why the baby beetle was nicknamed "Teeny Dinner."

Answer the questions, then unscramble the circled letters to make a new word and solve the mystery.

1. working relationship between creatures that helps both _ _ _ (_)(_) _ _ _ _ _ _ _
2. receive characteristics passed from parent to offspring _ _ _ (_) _ _ (_)
3. spreading pollen to flowers to produce fruit and seeds _ _ (_) _ _ _ _ _ _ _ _
4. sort of a cross between parasite and predator _ _ _ _ _ _ (_) _ _ _

Print circled letters here, then unscramble. _ _ _ _ _ _

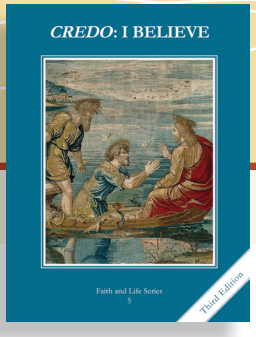
First Word: _ _ _ _ _ _

View more sample pages online!



"This is my beloved Son, with whom I am well pleased; listen to him." *Matthew 17:5*

66



CHAPTER 15

The Father and I Are One

"And now I am no more in the world, but they are in the world, and I am coming to you. Holy Father, keep them in your name, which you have given me, that they may be one, even as we are one."

John 17:11

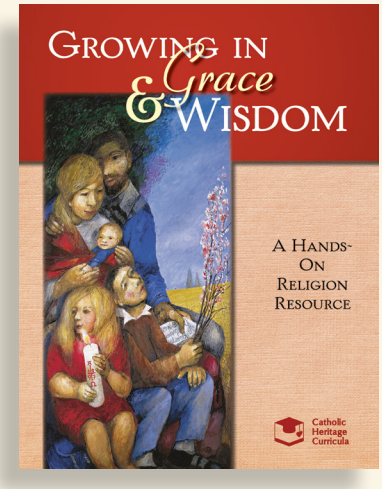
In the last chapter, we learned that Christ taught people about the heavenly Father who loved them and offered them the way to eternal life. But there was another part of Christ's teaching. It was so unusual, and so surprising, that Jesus did not even tell people about it at first. He only gave hints of it now and then. And sometimes, when people found out, Jesus would tell them not to tell anyone else.

What was this mysterious news that Jesus only let out little by little? It was the truth that Jesus Christ was the Son of God, the Second Person of the Blessed Trinity, fully God and fully man. The Jews were not at all ready for this truth. They thought the Messiah would be a man, a descendant of David who would restore the kingdom of Israel. They also thought the Messiah would be a holy leader who would show them how to become closer to God. But God's Son? The idea of a man claiming to be God sounded like **blasphemy**, a sin against the Second Commandment. So you can see why Jesus had to be patient and careful about telling the people who he really is.

The first hints Jesus gave of his **divinity** were his miracles. With a word or a touch, he healed people of blindness, leprosy, and many other diseases. On two occasions he multiplied bread to feed thousands of people. By witnessing these things, people could see that Jesus shared God's power in a special way. Jesus could also heal people who were possessed by devils. (When someone is "possessed" the devil controls his speech and actions so completely that the person has no power to stop it.) The Gospels tell us that these devils knew who Jesus was, but that Jesus ordered them to keep silent. The time had not yet come for a clear statement of Christ's divinity, and the devil was not the right one to make such a statement.

Jesus allowed his apostles to learn the truth sooner. They saw him stop a storm with a single command, and they wondered, "Who then is this, that he
water,
anothe
in a sto
them. I
Jesus w
Peter as
the wat

Please note: The revised and expanded **Activity Books** have twice as many worksheets than are needed, therefore parents are encouraged to select 1–2 worksheets that they feel would best reinforce the lesson.



7

Silence of mind and body are often lacking in our lives, but they are necessary for developing true creativity. God doesn't want us to be too busy to listen to Him. Prayer is the most fundamental method of reflection. It slows us down and helps us put first things first. Let's read about a young shepherd who was not too busy to notice Mary and Joseph, and who was later rewarded for his attentiveness.

Aser the Shepherd

My father was a shepherd, the guardian of the Temple flocks destined for sacrifice, and the sacred character of his charge and the solemn destiny of the little lambs I loved early mingled with my childish impressions, and made me a grave and thoughtful child.

There was a prediction that the Messias would be revealed from "the tower of the flock," on the outskirts of Bethlehem. This of course I, a child of five, did not know; but I have since heard it, and how in the longing and degradation of Israel she thirsted and daily prayed with renewed fervor for the coming of Him who was to deliver her.

[illegible] came the enrolling of the [illegible]r Cyrinus, and the people [illegible]s; and I, a serious, big-eyed [illegible]d my own pet lamb all day [illegible]d the crowds pass by.

[illegible]rnoon, toward night, a still [illegible] December. Two travelers [illegible], a man leading a donkey [illegible]ed a woman. The man's face [illegible]vorn, earnest, kindly, even [illegible]on; the woman's face was [illegible]as very youthful.

[illegible] nursing my beloved little [illegible] them with the solemn gaze of early childhood, the man glanced at me with a half smile, and the young girl's beautiful eyes smiled too at me over the white linen folded to their lids. Something in the look she gave me drew me out of my usual timid reticence.

I sprang to my feet and bowed almost to the grass. "Hail, beautiful lady," I said, "and a safe journey to thee."

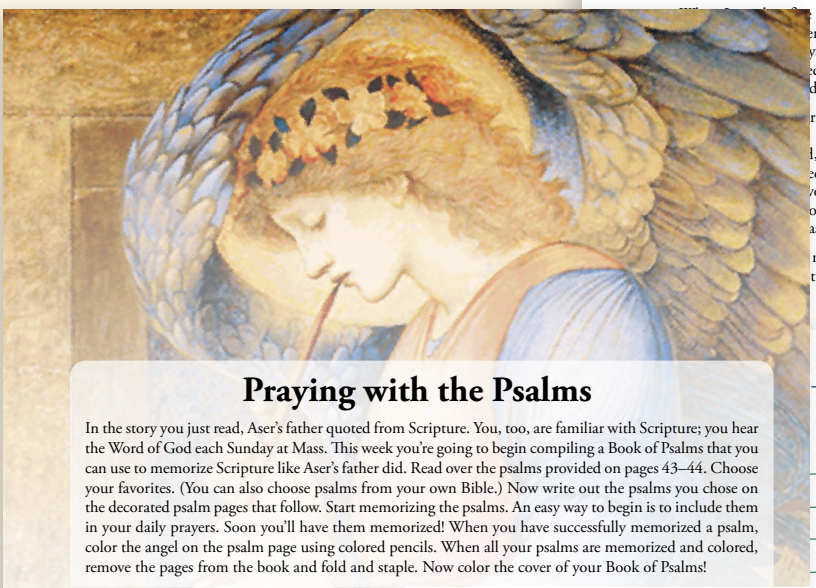
The eyes beamed back at me, she murmured a blessing and thanks to me, while her guardian smiled down on me gently, and thanked me for my good wish, amused, as I now see, at the contrast between my gravity and my stature.

They passed on; but I had lost interest in whatever or whoever might come after them, and carrying my lamb, I went back from the roadside to find my father.

My mother died when I was born, and my father filled the place of both parents to me as far as lay in his power. I was his constant companion, and it was not unusual for me to sleep out of doors, except during the rainy season, while he watched his flocks.

On the night of the afternoon when I had saluted the heavenly eyed young traveler I was to follow my custom, for though it was December the air was not sharp, and I was used to exposure.

39



Praying with the Psalms

In the story you just read, Aser's father quoted from Scripture. You, too, are familiar with Scripture; you hear the Word of God each Sunday at Mass. This week you're going to begin compiling a Book of Psalms that you can use to memorize Scripture like Aser's father did. Read over the psalms provided on pages 43–44. Choose your favorites. (You can also choose psalms from your own Bible.) Now write out the psalms you chose on the decorated psalm pages that follow. Start memorizing the psalms. An easy way to begin is to include them in your daily prayers. Soon you'll have them memorized! When you have successfully memorized a psalm, color the angel on the psalm page using colored pencils. When all your psalms are memorized and colored, remove the pages from the book and fold and staple. Now color the cover of your Book of Psalms!

Psalm 138:3
When I called, You answered me;
You built up strength within me.

Psalm 18:2–3
I love you, Lord, my strength,
my rock, my fortress, my savior.

Psalm 139:13–14
You formed my inmost being;
You knit me in my mother's womb.
I praise You, because I am wonderfully made;
wonderful are Your works!

Psalm 27:1
The Lord is my light and my salvation;
whom should I fear?
The Lord is my life's refuge;
of whom should I be afraid?

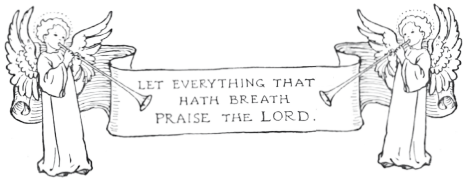
Psalm 119:111–112
Your will is my heritage for ever,
the joy of my heart.
I set myself to carry out Your will
in fullness, for ever.

Psalm 96:1–2
O sing to the Lord a new song;
sing to the Lord, all the earth!
Sing to the Lord, bless His name;
tell of His salvation from day to day.

43

Book of Psalms

I will give thanks to the Lord
with my whole heart;
I will tell of all Your wonders.
I will rejoice in You and be glad,
and sing psalms to Your name,
O Most High. (Psalm 9:2-3)

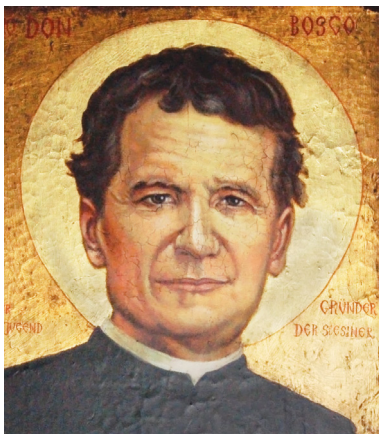


8

Sometimes we think about creativity as something that doesn't require thought or effort. But acting without thinking, being haphazard, sloppy, or lazy, is not truly creative. Creativity demands decisions and a reasonable evaluation of those decisions. Let's read about a saint who made thoughtful and loving decisions and found creative ways to care for those who were uncared for.

Friend of Children

by Elaine Woodfield



It was Our Lady's special feast day, and Fr. John Bosco hurried to the church of St. Francis of Assisi in Turin, Italy, in the early hours of the morning. He didn't want to be late. He had a special love for Our Lady, and was very grateful for her love and prayers. Why? Because that very year, 1841, he, John Bosco, had been ordained a priest. A priest! When ay to him, "You r. Bosco felt as ppy man in the and prayers had coming a priest the feast of her ion, and today say Mass in her

ut Don Bosco priests in Italy, as about to meet someone who would change his life, and the lives of , and women, forever. Who was this person?

boy named Bartholomew. Because of him, thousands and thousands of ed from lives of crime, poverty, dirt, and hatred. Countless people who n God or f kindness

Choosing Wisely

One thing St. John Bosco helped his boys with was choosing good friends. Because we tend to act like our friends do, we want to surround ourselves with friends who will encourage us to develop good character and virtue. Study the faces on pages 59–61. The artists tried to capture certain character qualities in the faces they painted, some more obviously than others. Look them over, considering the qualities you would like in a friend and other qualities you want to avoid. Select a picture that represents to you the qualities you want in a friend. Cut out the image you chose and paste it in the first box below. Choose the character qualities you'd like your friend to have, using the list of character qualities provided or your own ideas. Write these qualities on the lines under the box. Now paste a photo of yourself in the second box. On the lines under this box, write the character qualities you think you have and also the ones you want to develop.

Good sport	Diligent	Trouble maker	Thoughtful
Jealous	Boastful	Trustworthy	Mean
Generous	Respectful	Creative	Responsible
Honest	Moody	Caring	Lazy
Cheerful	Critical	Bossy	Selfish





58

59

61

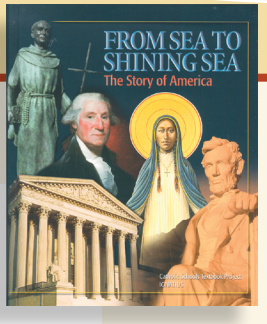


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Chapter 1 Enrichment Activities:

Read historical fiction and/or choose an enrichment activity:

Crafts: Draw a Viking; sew a cloth replica of Columbus's flag; carve a model of one of Columbus's ships from wood or soap.

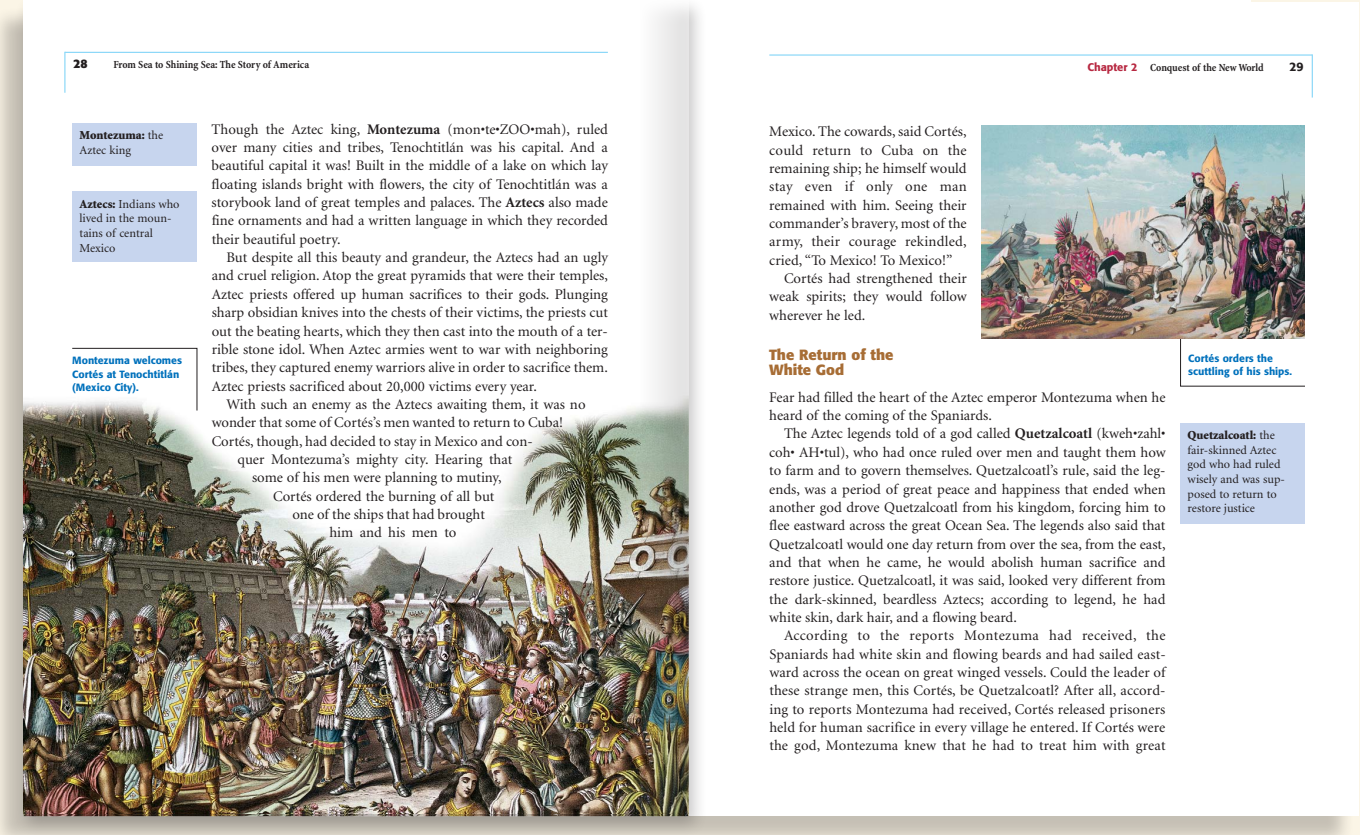
Dress-Up Fun: Queen Isabella; King Ferdinand; Christopher Columbus

Food: Prepare a dish of cornbread, cornmeal, popcorn, or another recipe using corn (maize).

Map: Trace and label map of Greenland; trace route of Spanish explorers (see pg. 23 in text).

Memorization: Memorize the "Salve Regina" (see pg. 17 in text). Using your best penmanship, write out and illustrate the hymn for display.

Read: *Beorn the Proud* (Polland) or *The Story of Rolf and the Viking Bow* (French)



28 From Sea to Shining Sea: The Story of America

Montezuma: the Aztec king

Aztecs: Indians who lived in the mountains of central Mexico

Though the Aztec king, **Montezuma** (mon•te•ZOO•mah), ruled over many cities and tribes, Tenochtitlán was his capital. And a beautiful capital it was! Built in the middle of a lake on which lay floating islands bright with flowers, the city of Tenochtitlán was a storybook land of great temples and palaces. The **Aztecs** also made fine ornaments and had a written language in which they recorded their beautiful poetry.

But despite all this beauty and grandeur, the Aztecs had an ugly and cruel religion. Atop the great pyramids that were their temples, Aztec priests offered up human sacrifices to their gods. Plunging sharp obsidian knives into the chests of their victims, the priests cut out the beating hearts, which they then cast into the mouth of a terrible stone idol. When Aztec armies went to war with neighboring tribes, they captured enemy warriors alive in order to sacrifice them. Aztec priests sacrificed about 20,000 victims every year.

With such an enemy as the Aztecs awaiting them, it was no wonder that some of Cortés's men wanted to return to Cuba! Cortés, though, had decided to stay in Mexico and conquer Montezuma's mighty city. Hearing that some of his men were planning to mutiny, Cortés ordered the burning of all but one of the ships that had brought him and his men to

Montezuma welcomes Cortés at Tenochtitlán (Mexico City).

Chapter 2 Conquest of the New World 29

Mexico. The cowards, said Cortés, could return to Cuba on the remaining ship; he himself would stay even if only one man remained with him. Seeing their commander's bravery, most of the army, their courage rekindled, cried, "To Mexico! To Mexico!"

Cortés had strengthened their weak spirits; they would follow wherever he led.

Cortés orders the scuttling of his ships.

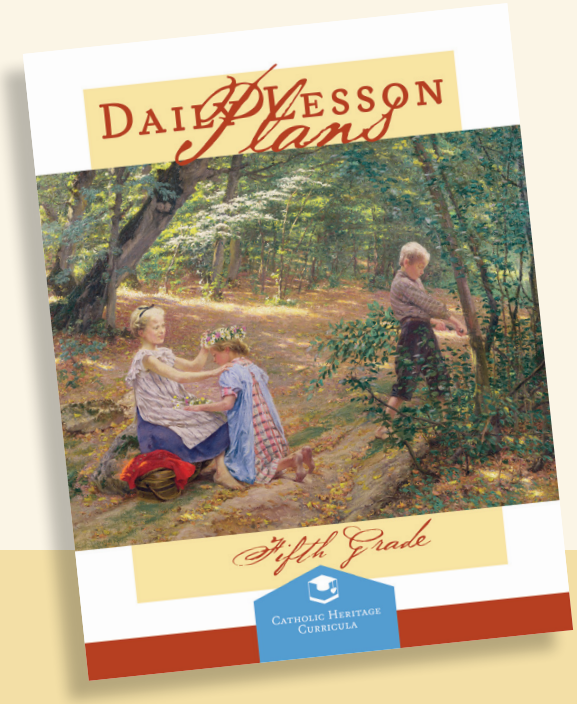
The Return of the White God

Fear had filled the heart of the Aztec emperor Montezuma when he heard of the coming of the Spaniards.

The Aztec legends told of a god called **Quetzalcoatl** (kweh•zahl•coh• AH•tul), who had once ruled over men and taught them how to farm and to govern themselves. Quetzalcoatl's rule, said the legends, was a period of great peace and happiness that ended when another god drove Quetzalcoatl from his kingdom, forcing him to flee eastward across the great Ocean Sea. The legends also said that Quetzalcoatl would one day return from over the sea, from the east, and that when he came, he would abolish human sacrifice and restore justice. Quetzalcoatl, it was said, looked very different from the dark-skinned, beardless Aztecs; according to legend, he had white skin, dark hair, and a flowing beard.

Quetzalcoatl: the fair-skinned Aztec god who had ruled wisely and was supposed to return to restore justice

According to the reports Montezuma had received, the Spaniards had white skin and flowing beards and had sailed eastward across the ocean on great winged vessels. Could the leader of these strange men, this Cortés, be Quetzalcoatl? After all, according to reports Montezuma had received, Cortés released prisoners held for human sacrifice in every village he entered. If Cortés were the god, Montezuma knew that he had to treat him with great



CHC Daily Lesson Plans: Fifth Grade

The fifth grade lesson plans are designed for 36 weeks, five days a week.

Catholic Heritage Curricula operates under the philosophy that your home is your school; as Catholic parents, you should have complete control over what is taught in your home. CHC facilitates your vision for your own Catholic homeschool, based on the needs of your family. We exist to help those who wish to provide solid, affordable, Catholic academics in a gentle homeschool setting. CHC is not a "school" but a curriculum provider. Like other full curriculum providers, CHC offers lesson plans and all the books necessary to provide a good Catholic education to their children, but at a far lower price. There are no tuition or enrollment fees, simply the cost of the materials.

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 electives.

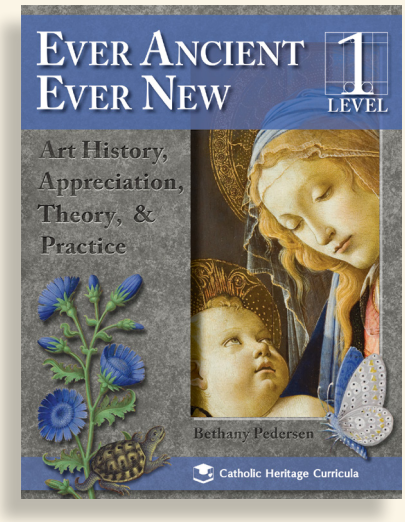
Core & Electives

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

Week 1 Goals	Fifth Grade ☑ Monday	☑ Tuesday
MATH ☑ *Saxon Math 6/5* Lessons 1-4, pgs. 1-15	Lesson 1, pgs. 1-3	Lesson 2, pgs. 4-7
LANGUAGE ARTS LITERATURE & READING COMP. ☑ *Treasure Trove of Literature 2* *The Wizard of Oz*: pgs. 1-38 Guidebook: pgs. iv-14 Notebook: pgs. 6-13 and 45-46	*The Wizard of Oz,* Le Parent: Read introdu Guidebook: Complet pgs. 6-7, including ass Notebook.	z, Lesson 2 nplete assignments on ng assignments in the
SPELLING ☑ *My Catholic Speller D* Lesson 1: Short Vowel Sounds, pgs. 2-3	Read list words aloud. of any new words. Complete pg. 2. *Optional: Discuss this week's FACT card.*	Complete pg. 3. Copy all list words from the lesson, spelling words aloud as they are written.
GRAMMAR & COMPOSITION ☑ *Language of God D* Pgs. 2-6	Read lesson and complete exercise on pg. 2.	Read lesson and complete exercise on pg. 3.
RELIGION CATECHISM & HANDS-ON RELIGION ☑ *Faith and Life 5* Text: Chapter 1, pgs. 11-14 Activity Book: pgs. 1-5 ☑ *Growing in Grace & Wisdom* Week 1: pgs. 3-12	*Faith and Life 5 Text:* Read and discuss Chapter 1, "I Believe," pgs. 11-14.	*Faith and Life 5 Activity Book:* Complete one or more assigned pages.
SCIENCE & HEALTH ☑ *Behold and See 5* Text: Chapter 1, pgs. 1-11 Workbook: pgs. 1-4	*Behold and See 5 Text:* Begin reading Chapter 1, pgs. 1-4.	*Behold and See 5 Text:* Continue reading chapter, pgs. 5-8.
HISTORY & GEOGRAPHY ☑ *From Sea to Shining Sea* Text: Chapter 1, pgs. 1-23 Workbook: pgs. 1-6	*Text:* Read Chapter 1: "A New World," pgs. 1-4. *Workbook:* Complete pg. 1.	*Text:* Continue reading Chapter 1: "A New World," pgs. 5-10. *Workbook:* Complete pg. 2.
ART & ART APPRECIATION ☑ *Ever Ancient Ever New, Level 1* See suggested schedule on pg. 26 in this lesson plan.	Spend one or two days this week reading a chapter from the textbook and/or completing an Art Pad project.	
Electives (see ideas, pgs. 26-27) ☑ Sewing with St. Anne ☑ Piano ☐	Work on sewing project. Practice piano.	

Core subjects are **shaded** so you know at a glance what is essential.

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

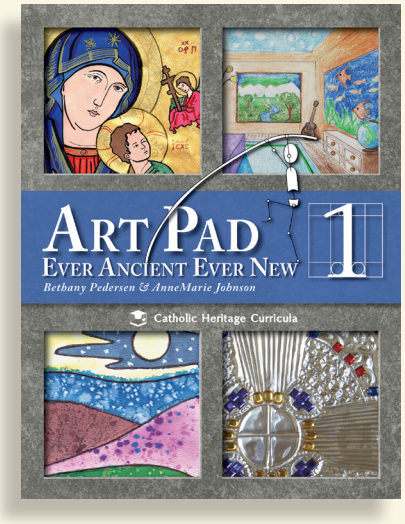


Electives : : Art and Art Appreciation

"Late have I loved You, O Beauty ever ancient, ever new!"
—St. Augustine

Ever Ancient Ever New, Level 1 tells the "story of art" from the cave artists to the High Renaissance masters. As each artistic period is discussed, detailed Picture Studies teach students the "language of art" as they engage with masterpieces such as the Book of Kells and Titian's *Assumption*. Each chapter also includes a lesson in Art Theory, with a focus on the seven elements of art (line, shape, texture, form, value, space, and color).

The 366-page, full-color textbook is accompanied by an **Art Pad** of homeschool-friendly art projects which teach fine art skills such as simplified human figure drawing; facial features; mixing paints; creating actual textures with tooling foil; creating implied texture with watercolors; drawing with linear perspective; painting with atmospheric perspective; sculpting and drawing the human form in action; creating implied space through overlapping and shading; and more!

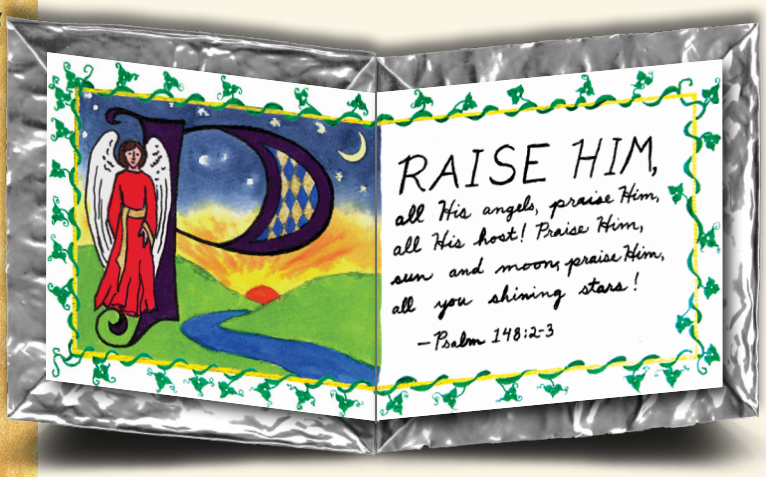


The purpose of *Ever Ancient Ever New* is not merely to teach fine arts skills or develop a familiarity with famous artists, but still more to cultivate a sensitivity to beauty and to the way God speaks through art. *Ever Ancient Ever New* leads children to God by Benedict XVI's "way of beauty."

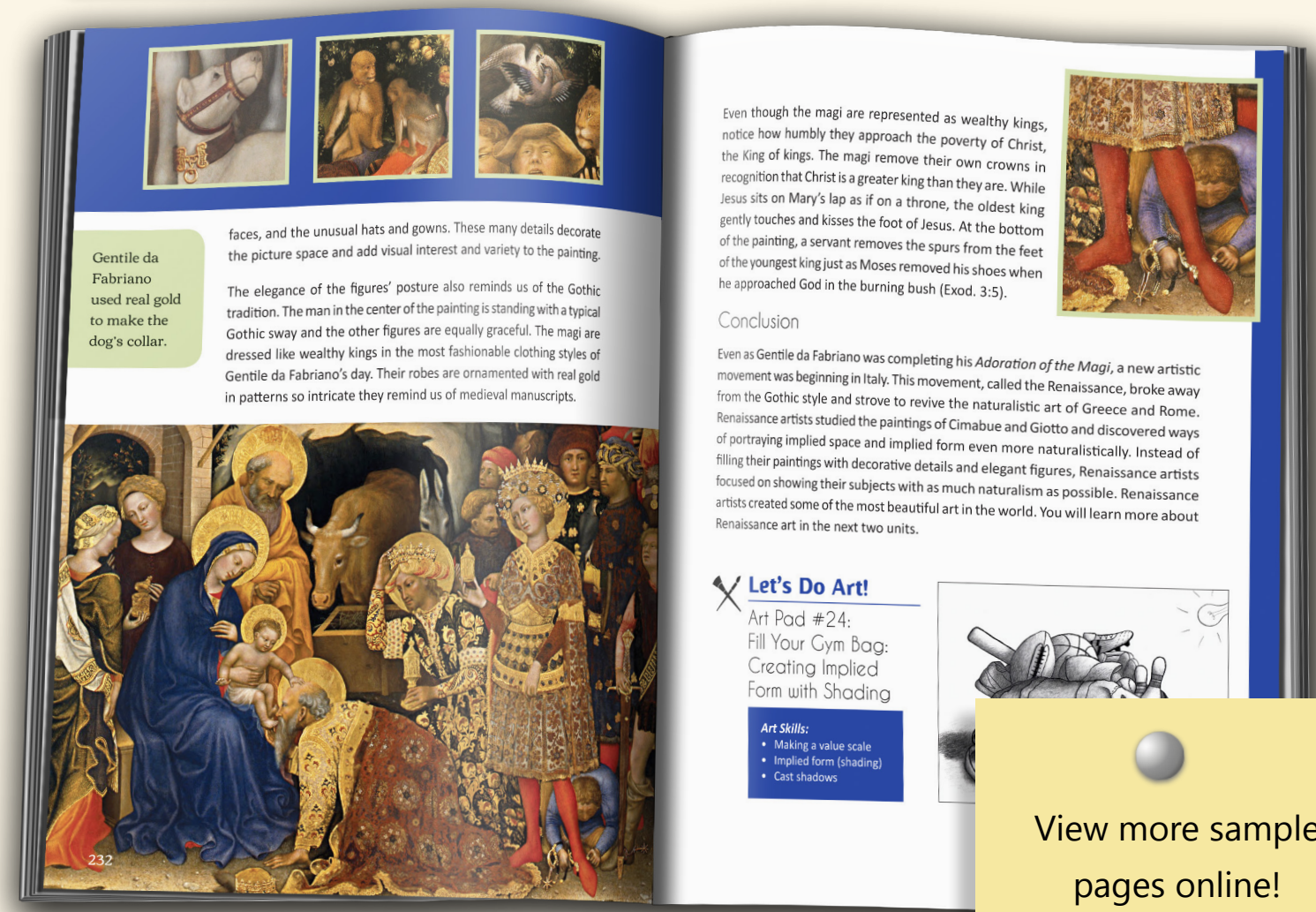
The program is designed to be used over one or two years.

Art Pad Projects #9–11: Paint an Icon

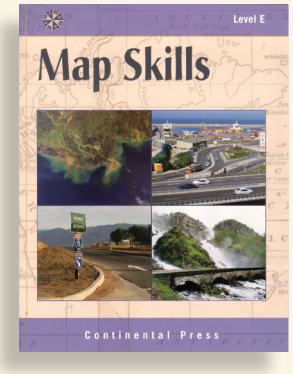




Art Pad Projects #12–15: Medieval Manuscript

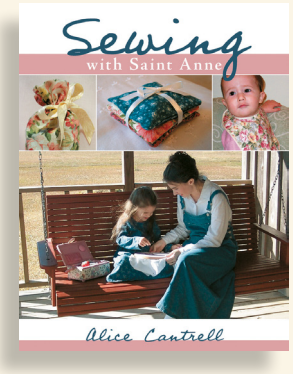


View more sample pages online!



Electives : : Map Skills

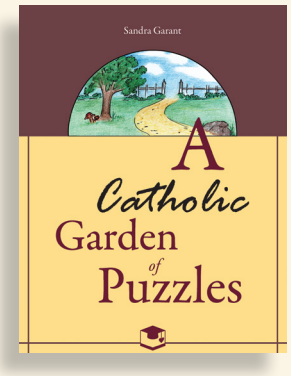
Map Skills Level E gives students the tools they need to understand and use maps. Bite-size lessons are illustrated in full color. The Teacher's Guide includes a complete answer key and enrichment ideas for each lesson.



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.



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.