

LESSON 4

LANGUAGE ARTS

Objective:

Your child will continue working with cursive writing by completing three entries in their Main Lesson Book that describe the folk tales they have heard at night. In addition, they will continue reading either the classic or the readers you have chosen.

Materials:

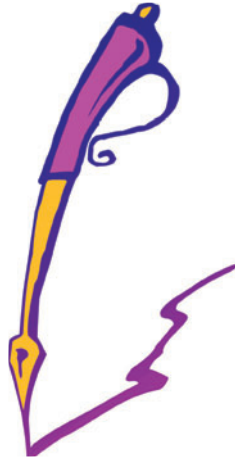
- Main Lesson Book
- Classic of choice
- *Folk Tales*
- Beeswax crayons — stick
- Pencil or pen

Steps:

1. Continue cursive practice.
2. Continue reading *Folk Tales* at bedtime and recording the main idea in the Language Arts/Social Studies Main Lesson Book the next morning. Make three entries this week.
3. Continue reading one of the classics with your child. In addition, your child should read silently each day for a brief period. As usual, review the previous day's work before moving ahead.
4. Your child will be introduced to ancient Phoenician cultures this week in Social Studies. Have your child complete a simple writing using the Phoenician alphabet. Next to it, write the same words in English. How is it different from our own? Can you see similarities?

FURTHER STUDY:

Your child will be exploring various alphabets in Social Studies over the next few weeks. As your child is entering into the world of writing more fully, this may be an



opportunity to further explore the origins of our alphabet. As you discover ancient forms of writing, take note of the similarities and dissimilarities to our own modern form of writing.

MATHEMATICS

1. Review the five and six times tables rhythmically. Refer to the First Quarter Mathematics Introduction for rhythms.
2. Continue practicing carrying and borrowing.
3. Give your child twenty written problems involving all four processes.

SOCIAL STUDIES

Objective:

This week our historical exploration continues with a look at ancient Phoenician culture. The early Phoenicians were neighbors of the Hebrews, and as such, shared some geographical similarities that influenced the way they lived. They were, however, very different as a culture in many ways. The Phoenicians were renowned merchants and, although they did develop and teach their alphabet to others, they did not write about themselves. Any mythology or legend that has survived about their culture has been received from the writings of others. Homer, for example, gave us a glimpse into the Phoenician culture in his references in the *Odyssey*. This week your child will hear a story about Elissa, the princess from Tyre who founded the great Phoenician city of Carthage. Your child will draw a pictorial representation and produce writing relevant to the story they hear. In addition, your child will be given a recipe for flatbread, similar to one that both the Hebrews and the Phoenicians may have eaten. Your child will be introduced to the Phoenician alphabet as well.

Materials:

- Main Lesson Book or separate piece of paper
- Beeswax crayons — block and/or stick
- Large pencil
- Flatbread — see ingredients list and recipe below

Steps:

1. Read or memorize and recite the story below.

Elissa: Princess and Founder of Carthage

Long ago and far away there once lived a great King in the city of Tyre. He was a wise and good king, beloved of his people. But it was not long before the King grew ill. He called to him his son, Pygmalion, and his daughter, Elissa. "I am aware," he said to them, "that my time is over on this Earth and I am called to name my successor." Pygmalion grew concerned at this, for he knew that he was to be the next ruler of Tyre.



"Pygmalion," the king called, "you have much to learn, my son. Though you are strong, it is your strength that leads you to forget your heart. I have chosen Elissa to follow me, for it has been foretold that she shall lead the greatest city in the entire world." With these words, the good king died.

Elissa wept but Pygmalion only turned quickly and called out to the court, "The king, my father has gone to the gods; I will reign in his stead!" The court cheered and so it was that Pygmalion, not Elissa, was named the next ruler of Tyre. Now it was, in those times, that women did not rule. Elissa had no choice but to bend to her brother's will.

King Pygmalion was not satisfied. He was angry that his father had chosen his sister to rule and wanted revenge, so he demanded that his sister marry a man named Acerbas, a much older, wealthy noble who was struck by Elissa's beauty. Though she was saddened by this request, Elissa again did her brother's bidding and married Acerbas. But the result was not as Pygmalion expected. Acerbas treated Elissa well, with fondness and love. In return, Elissa grew more and more devoted to her husband. Pygmalion was enraged and had Acerbas stolen away in the hopes that he might steal his treasure in his absence.

"Where is the money that your husband has hidden away?" Pygmalion demanded of his sister.

"I know not, brother, and only wish to see my husband again. If I knew, I would give you all that we have, for his wealth has no meaning for me."

Pygmalion stormed away, thinking that she must know where Acerbas's treasure lay. That night a servant stole into Elissa's bed chamber and said, "Fair maiden, there is trouble afoot. Your brother intends to lock you up forever if you do not tell him where Acerbas's gold is buried. Please, you must leave and save yourself!" Elissa was obedient, but she was not unwise, so she cut her hair and made herself look as though she were a man. Then she gathered her most trusted followers and proposed that they steal away together, and build a new city; one based on trust and good will.

Elissa and her followers ran down to the river's edge and climbed aboard a great sailing ship. They carried provisions and goods, as much as they could gather. When Pygmalion heard of his sister's plan to leave, he sent soldiers down to the river to stop them. Elissa, however, had anticipated this and called out to the warriors as they reached the river, "Here is your master's money, but you must swim for it!" So saying, Elissa threw bag upon bag over the side of the ship, just as they were sailing away. Pygmalion paused as he decided which action to take. Finally his greed overwhelmed him, "Fools," he cried. "Get the gold!" One by one, his men dove into the river after the bags, as Elissa's ship sailed to

safety. One by one each man surfaced carrying a bag — filled to the brim with sand.



Elissa sailed until she arrived in the Gulf of Africa. There she saw a land so fertile and welcoming, she knew in her heart that this was the settling ground where she was destined to bring her people. Gladly they anchored their ship until, upon reaching the shore the settlers came upon a large group of people native to that land.

Elissa greeted them kindly, and they were enchanted by her grace and beauty. "I have come only to bargain for land." She said. The King of their tribe answered willingly that she should take as much land as could be covered with an ox-hide. Nodding gratefully, Elissa ordered a large ox-hide to be brought forth from the hull of the ship. She then had the hide cut into the thinnest of strips, and laid these strips along the ground. So it was that the great city of Carthage found its beginnings.

It was not long before many people came to see this city that Elissa had erected so quickly. The land was fertile, crops were abundant and travel and trade was easy along such a welcoming seacoast. Elissa ruled in peace and prosperity, always encouraging her people to widen their hearts and share their wisdom with all who longed to join them. In this way, Carthage grew strong and beautiful to behold. And so the prophecy was fulfilled, for Elissa, in her wisdom and generosity, did finally rule over the most prosperous city in all the world.

2. Let the story rest overnight. In the morning, have your child retell it to you. Consider the details of the story together. What was the prophecy concerning Elissa? Why was this so strange? (Women did not rule; in fact, they had very little public role in those days and were mostly relegated to hearth and home.) What did her brother do about his father's decision? How did Elissa respond? Why did she eventually flee? How? What did she do when she landed? How did she build Carthage so quickly? (She allowed others to peacefully reside with them, encouraged trade and growth. She was a wise and generous ruler.)
3. Experiential work: Like today, most Phoenicians were not royalty, many were merchants or sailors as Carthage had a very busy port. Women stayed by the hearth and tended to the family. A staple for the Phoenicians (and also for the Hebrews, for that matter...) was flatbread, much like the pita bread that we enjoy today. Page 70 contains a recipe

for flatbread. Enjoy making it, knowing that this activity was very much a part of the daily life for Phoenician women and children.

4. In their Main Lesson Book, or on a separate piece of paper, have your child draw a pictorial representation of the story. When they are ready, have them write some descriptive words on the back of their drawing. (Again, you are welcome to use your own or their words, if you wish.)
5. The Phoenicians wrote in a Semitic (a family of ancient Near Eastern languages) alphabetic script that resembled early Hebrew script. This script was taught to others with whom they traded. Most notable, perhaps, were the Greeks. The Greeks then adopted their alphabet and adapted it to fit their purposes! Like Egyptian and early Hebrew, the Phoenician language was made up primarily of symbols. Check www.oakmeadow.com/printedlinks.htm or your local library for examples of Phoenician writing. On a Main Lesson Page, or on a separate piece of paper, have your child write the designs. Have them draw a picture of the meaning of the symbol next to the symbol. (For example, ox, house, water, etc.) Refer back to the Hebrew alphabet, noticing how different they are. How are they similar?

FURTHER STUDY:

Phoenician study, as well as study of any of the ancient Near Eastern peoples, gives us a real glimpse into our own beginnings. One can still see the influences of these cultures, Hebrew, Greek, Roman, etc., in our governmental practices, our artwork, our writing, and even in our understanding of the world. Though your child will be studying Greece at length in Fifth Grade, this may be an opportunity to find a children's version of the *Odyssey*, and look for references to the Phoenician people.

FLATBREAD

Ingredients:

- 2 teaspoons dry yeast
- 2½ cups lukewarm water
- 5-6 cups whole wheat flour
- 1 tablespoon salt
- 1 tablespoon olive oil
- Large bread bowl, several baking sheets and rolling pin

Steps:

1. In a large bowl, sprinkle yeast over warm water.
2. Stir to dissolve.
3. Stir in three cups flour (1 cup at a time). Stir about 1 minute in same direction to activate the gluten in the flour.
4. Let it rest for at least 10 minutes, or as long as 2 hours.

5. Sprinkle in salt and stir in olive oil. Mix well.
6. Add more flour, 1 cup at a time, until dough is too stiff to stir.
7. Turn dough out onto a lightly floured surface and knead 8-10 minutes until smooth and elastic.
8. Rinse out bowl, dry and lightly oil.
9. Return dough to bowl and cover with plastic wrap.
10. Let rise until doubled in size (approximately 1½ hours).
11. Place 2 baking sheets on bottom rack of oven — preheat to 450°.
12. Gently punch down dough — divide in half, set half in bowl and cover.
13. Divide the other half into 8 equal pieces and flatten each with lightly floured hands.
14. Roll out each piece to a circle of 8-9 inches.
15. Place 2 bread pieces at a time on each sheet and bake 2-3 minutes, or until bread has gone into full “balloon.”
16. Repeat with the rest of the dough — your bread will resemble pitas.

SCIENCE

Objective:

This week your child will explore gravity. Your child will complete a creative writing project in their Science Main Lesson Book.

Materials:

- Science Main Lesson Book
- Beeswax crayons — sticks
- Pencil or pen

Steps:

1. Why does the Earth keep going around the sun? It goes in this circle because of a force called *gravity*. Have your child jump up in the air and tell them that the Earth pulled them back to the ground. This is gravity. Explain that there is a lot less gravity on the moon than there is on the Earth, and if they jumped up in the air on



the moon, they would jump six times as high as they do on Earth. If you live in a one-story house, they could probably jump up to your roof! Explain to them that if there were no gravity (as when astronauts go into space), everything would just float around. We're very fortunate to live in a world with gravity, because it makes it easier to do all the things we do.

SCIENCE PROJECT

This week, have your child write an imaginary story in their Science Main Lesson Book. This story should be entitled, "The Day There Was No Gravity." Ask them to describe what happened on this memorable day. If they are not able to write their own story, ask them to dictate a story to you that can later be read by your child. (Be sure to explain that this is just a "make-believe" story that we're doing just for fun, and reassure them that gravity is never going to disappear; it's always been here and it always will be, so they don't have to worry about gravity disappearing one day and everything floating away!)

1. Ask your child how they might push against gravity. (They do this every time they lift their arm, walk forward, or jump up in the air.)

FURTHER STUDY:

There are many ways your child can further explore their idea of weightlessness. In a swimming pool, have your child float under water. This is a close simulation to the experience astronauts have in space. If you have a space program nearby, this is a great time to go!

ART

1. Continue practicing form drawing.
2. Create crayon drawings in the Language Arts/Social Studies Main Lesson Book.

MUSIC

Continue teaching your child to play songs on the recorder and read music.

CRAFTS

Continue to explore cooking.

LESSON 13

LANGUAGE ARTS

Objective:

Your child will continue reading from *Folk Tales* and the classics. In addition, we will work with spelling words and introduce a new rule that your child will enter in their Main Lesson Book. Your child will write a paragraph that describes a story they have heard.

Materials:

- Main Lesson Book
- *Folk Tales*
- Classic of choice
- Beeswax crayons — stick and/or colored pencils

Steps:

1. Begin reading a new classic in children's literature this week, either one of those supplied with this curriculum or one of your own choosing.
2. Continue with spelling practice. Enter spelling words into the Language Arts/Social Studies Main Lesson Book.
3. Read bedtime stories together from *Folk Tales*.
4. The next morning, ask your child to retell the story in their own words, and help them develop an accurate version of the story.
5. Three days this week, have your child write a paragraph in their Language Arts/Social Studies Main Lesson Book about the story you have read the night before. In addition, have them draw a picture or illustrate one or two stories in some other way.

FURTHER STUDY:

In a word that ends with a "y" that sounds like "i," you must change the "y" to "i" and add "es" when the word is plural. Examples of words that follow this rule are: *try (tries)*,



spy (spies), fly (flies), and cry (cries). Have your child enter this rule in their Main Lesson Book along with examples. Can they come up with words of their own?

MATHEMATICS

1. Read the Second Quarter Mathematics Introduction (pages 112-117), if you have not already done so.
2. Be aware of opportunities for real-life math problems to be solved by your child. Include your child in daily math in the grocery store, the kitchen, and other places where you use math regularly.

For example, if you're doubling a recipe, how much flour will be needed? If you're buying cans of tomatoes, and one costs about 50¢, how much will four cans cost? Let your child figure the cost of 2, 3, or 4 boxes of their favorite crackers. In a case like this, it would be easier to round the cost of the item so they can multiply whole numbers. If you're only buying a few things, ask your child to help you figure the cost of all the groceries.



3. Introduce the nine times table through a rhyme. You can either use the following rhyme, or make one up yourself:

9, 18, have you seen 63, 72, dog with shoe
27, 36, Kate's fine mix 81, 90, cup of tea
45, 54, clothes on floor 99, 108, that's our Kate

This week, practice only the rhyme of the nines table. The actual table will not be presented until Lesson 15.

4. Give your child twenty written problems involving all four processes.

SOCIAL STUDIES

Objective:

This week we will create an African map of the ancient Kush civilization. Your child will draw a map in their Main Lesson Book and note the travels of a child from the capital city of Napata to Pharaoh's Egypt on the Nile River.

Materials:

- Main Lesson Book

- Beeswax crayons — stick, and/or colored pencils
- Globe and/or world maps

Steps:

1. Review the story from Lesson Five of the previous history block. Observe the map included (page 75). Follow the travels from the capital city of Napata to Egypt. Napata was a powerful city in its time. Why do you think that might be? (It was well situated in the fertile valley of the Nile and provided easy access to trade. This brought many people from many lands and created a diverse, exciting city!)
2. Locate these areas on either the globe or the world maps. Help your child locate the longitude and latitude of both Egypt and the area that was Napata (on the Nile in Sudan near the Nubian Desert).
3. Have your child trace an outline map of Africa into their Main Lesson Book. Have them color in the areas of Egypt and the Sudan; a different color for each.
4. Have your child draw the Nile River and a compass rose onto their map.
5. Discuss with your child the route that the Kush children took to find their way to the Pharaoh in Egypt. They simply traveled the Nile! But it was a long way, leading them far from their home in Napata.

FURTHER STUDY:

There is much to be learned about the ancient Kush and their manner of living. They held many of the traditions of the Egyptians, as they believed they were descendants of Pharaoh; however, much of their culture was quite unique. There are wonderful stories in your local library — check them out!

SCIENCE

Objective:

This week your child will study the Earth's revolution around the sun, and how it applies to seasonal changes. Your child will complete a science project that illustrates this process, and enter a drawing and simple writing into their Science Main Lesson Book.

Materials:

- Science Main Lesson Book
- Beeswax crayons — stick, and/or colored pencils
- Table
- Lamp without shade
- Ball
- Globe



Steps:

1. To explain the seasons, you will need the equipment from Lesson 1 of the First Quarter that you used to explain the Earth's rotation around the sun. This time, however, as you move around the sun (the lamp), focus your child's attention upon the tilt of the Earth. You will need to mark the ball at the North Pole and the South Pole. Keep the ball tilted as you move around the circle so that your child can see clearly that the top half of the ball (the northern hemisphere) is inclined toward the sun when it is summer in that hemisphere, and inclined away from the sun when it is winter in that hemisphere. Notice that the sun shines directly on the northern hemisphere during the summer, and indirectly during the winter. It may help to draw a circle around the middle of the ball to represent the equator so that your child can see the tilt and the two hemispheres more clearly. You might want to mark off the path around the sun into quarters and have your child guess which season it is according to the tilt of the Earth in relation to the sun. After you have done this experiment several times with your child watching you, ask them to do it for themselves.
2. Locate your home on the world globe. Discuss what you have learned today. What season are you experiencing where you live? Why do you think that is? Looking at the globe again, where do you think the seasons would be completely different from your own? Why?
3. Have your child draw a picture in their Science Main Lesson Book that either reflects what they have learned this week, or describes their science project.
4. Encourage your child to write a paragraph that explains their picture.

FURTHER STUDY:

Check out your local science museum for astronomy exhibits. You may point out that many years ago, scientists believed that the Earth was the center of the universe!

ART

Draw pictures in the Language Arts/Social Studies Main Lesson Book.

MUSIC

Introduce time values to your child. Refer to the Second Quarter Music Introduction (pages 122-124).

CRAFTS

Provide clay for your child's enjoyment. Refer to the Second Quarter Crafts Introduction (pages 124-126).

Advanced Recorder: A Brief Introduction

Music Theory is a very involved and exacting study, but for our purpose here, we are going to simplify and present only the basic information needed for you to play the soprano recorder. We will include information already given in the Oak Meadow *Beginning Recorder* and *Intermediate Recorder* books, as well as some new information for more advanced playing technique and music reading.

The music theory presented here is not intended to be taught to young children. Your child first needs to develop a sufficient point of focus in regard to playing and experiencing music before learning how to read music. You will have greater success (and more fun!) by simply learning to play the songs yourself, then letting your child imitate what you do. As your child grows in ability and interest, however, you may begin to teach them some of the concepts introduced here. We have included much of the information given in the *Beginning Recorder* and *Intermediate Recorder* books for your convenience. Once your child understands the staff, where the notes are placed in a scale, and has a sense of the duration of each note and the beat of a song, they may begin practicing reading music by going back to some of the first songs in this book.

In the first quarter you will be reviewing the notes middle C, low D, low E, low F, and G, A, B-flat, B, C, and D. You will then be introduced to F-sharp and E. In the second quarter, you will learn F, C-sharp, high G, and high F-sharp. In the third quarter, the notes high A, high B, high B-flat, E-flat, D-sharp, and G-sharp will be introduced. Each new note will be introduced by showing the placement of the fingers on a drawing of a recorder, and the placement of the note on the staff. As you learn each note, it is suggested you take a moment to practice it with the notes below or on either side of it before going on to try it with the songs. Once you have some practice with these new notes, you will be ready to learn any new notes you like from the fingering chart, should you choose to advance beyond this book.

Keep in mind that you and your child do not need to be proficient with everything in this book in order to go on to the Oak Meadow *Recorder Duets*. We do suggest, however, that you read through the following information carefully as it will help you with the songs in this book. We hope it will be a resource in the future as you advance with the recorder. Above all, have fun!