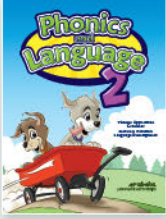


## Language Arts: Phonics & Language



*Phonics and Language 2* is used to practice concepts taught in phonics and language class. The front of each page is used as classroom practice; the back of the page is for completion during independent seatwork. Phonics instruction is the culmination of the Abeka intensive phonics program. After reviewing vowel sounds, consonant sounds, and how to blend them together, students learn consonant blends, diphthongs, digraphs, and clue words to help them remember these sounds. Students apply what they have learned on a deeper level than first grade. Language concepts learned in first grade are expanded as students learn to apply the following concepts: recognizing and correctly punctuating four kinds of sentences; identifying and correctly using nouns, verbs, adjectives, and adverbs; identifying subject and predicate of sentence; using and identifying compound words, rhyming words, antonyms, synonyms, contractions, and singular possessive words; forming plural nouns by applying spelling rules. By the end of the year, students will have a strong phonics and language foundation upon which to build.



### Added Enrichment

- Review games
- Enrichment activities and suggestions
- Four themes (pond, jungles, travel, camping) to enhance lessons
- Glossary section to expand vocabulary and practice research skills
- During independent seatwork:
  - Using adjectives and adverbs to enhance writing
  - Using proofreader's marks to correct sentence errors
  - Using glossary to practice research
  - Continual review and application of previously taught material

### Evaluation

- Oral and written phonics and language
- Language and phonic skills are included in weekly tests

➤ **RED** indicates first introduction of content.

### Skills Development

- Review long and short vowel sounds, consonant sounds
- Review and master one- and two-vowel rules: When there is one vowel in a word, it usually says its short sound. When there are two vowels in a word, the first one says its long sound and the second one is silent.
- Blend consonants/special sounds with vowels:
  - Students write the blend of a given word; circle the special sound and mark the vowel
- Master 132 special sounds and clue words: special sounds include consonant blends, diphthongs, digraphs, 11 suffixes, 5 prefixes
- Demonstrate ability to provide other example words that contain special sounds
- List all the special sounds in a given word after it is orally dictated
- Identify special sounds in a given word and know why that special sound is used
- Choose the correct sound in a given word when there is more than one spelling for a sound:
  - *ck* in duck/*k-e* (ex.: back—"ck in duck" follows a short vowel sound; bake—*k-e* follows a long vowel sound)
  - *oy* in boy/*oi* in coin (ex.: joyful—"oy in boy" must be chosen because it is at the end of a root word; point—"oi in coin" must be chosen because it is in the middle of the root word)
  - *tch* in patch/*ch* in church (ex.: matches—"tch in patch" must be chosen because the sound follows a short vowel; chimes—"ch in church" must be chosen because "tch in patch" cannot be at the beginning of a word)
  - *g* in giant, *dge* in fudge, *j* in jar (ex.: cage—"g in giant" must come before *e, i, or y*; badge—"dge in fudge" must follow a short vowel)
  - *c* in city/*s* consonant (ex.: century—"c in city" comes before *e, i, or y*)
- Choose the correct beginning sound:
  - Recognize choices in the following consonant blend sounds when given blends or words to spell:
    - *st* in stop, *pl* in plane, *tr* in train, *bl* in block, *cl* in clock, *fl* in flake, *gl* in glue, *br* in bride, *dr* in drum, *pr* in pray, *gr* in grin, *sm* in smoke, *sc* in scat, *sk* in skate, *sp* in spade, *cr* in crab, *tw* in twins, *spl* in splash, *spr* in sprain, *scr* in scream, *qu* in squeak, *sn* in snack, *sl* in sleep, *str* in stream, *sw* in swim, *thr* in three
- Use prefixes correctly when heard in a dictated word
- Recognizing silent letters in words containing *gn* in gnat, *kn* in knot, *wr* in wrinkle, *igh* in eight
- Choose between *wor* in worms/*war* in warm by listening to the beginning sound
- Choose "wa in wash" when beginning with a word sounding with short *o*/*w* sound
- Choose the correct ending sound in a given word:
  - Correctly use *ll, ff, ss* at end of a word
  - suffix *-s* says "s" or "z"
  - Recognize the following sounds at the end of short words: *e* in me, *o* in go, *y* in fly
  - Use suffixes correctly when heard in a dictated word
  - Adding more than one suffix to a word
  - Choose "ay in pray" when a long sound is at the end of a root word
  - Choose "y in baby" at the end of certain words ending with a long *e* sound
  - Choose "le in little" at the end of certain words ending with an "l" sound
  - Choose between *-ed* in looked/*-ed* in played when a root word follows a "t" or "d" sound
  - Choose *ought* in thought/*aught* in caught at the end of a root word with a short *o*/*t* sound
  - Choose "ture in pasture" at the end of certain words with the same sound as "ch in church" along with an "er" sound (ex.: fracture)
  - Recognizing silent letters when spelling words with *igh* in night, *alk* in walk, *le* in little, *-ed* in looked, *-ed* in played, *tch* in patch, *mb* in lamb, *ought* in thought, *aught* in caught, *dge* in fudge, *ould* in could, *ough* in enough
- Recognize choices in the spelling of special sounds having or containing the same sound:
  - *e* in me, *y* in baby, *-y* in rainy, *-ly* in slowly, *ie* in brownie
  - *o* in go/*ow* in owl
  - *ay* in pray, *ea* in steak, *ey* in obey, *igh* in eight
  - *sh* in ship, *tion* in nation, *sion* in missionary
  - *th* in thick/*thr* in three
  - *sc* in scat/*sk* in skate
  - *or* in morning/*war* in warm
  - *ou* in out/*ow* in owl

## Phonics & Language *cont.*

### Skills Development *cont.*

- *ch* in church/*tch* in patch, *ture* in pasture
- *er* in verse, *ur* in nurse, *ir* in bird, *ear* in earth, *-er* in bigger, *wr* in wrinkle, *or* in sailor, *ar* in dollar
- *oo* in tooth/*ew* in flew
- *oi* in coin/*oy* in boy
- *oo* in book, *ou* in could, *u* in push
- *a* in adopt, *o* in shovel, *a* in banana, *a-* in asleep, *ough* in enough, *ou* in country
- *all* in ball, *alk* in walk, *au* in faucet, *aw* in saw, *ought* in thought, *aught* in caught
- *g* in giant/*dge* in fudge
- *air* in hair, *arr* in carry, *are* in care, *err* in cherry
- Spell compound words correctly by applying special sound application tips/rules
- Read compound words with speed and accuracy
- Read "challenge words" with speed and accuracy
- Develop listening through dictated sentences; using phonics application skills while students:
  - Remember each word
  - Spell each word correctly
  - Spell contractions correctly
  - Spell number words, days of the week, months of the year
  - Capitalize correctly based on rules learned
  - Choose correct ending punctuation
- Understand that syllables are parts of words
- Correctly divide words into syllables between:
  - Double consonants; root words and suffixes
  - A vowel and a consonant; two differing consonants
  - Prefixes and root words
- Identify the number of syllables in a given word
- Identify root words
- Demonstrate ability to add prefixes and suffixes to a root word while spelling the new word correctly by applying the following rules:
  - When a root word ends with a single consonant and the vowel is short, the consonant is usually doubled before adding a suffix beginning with a vowel. (ex.: swim + ing = swimming)
  - When a root word ends with a silent *e*, the *e* is usually dropped before adding a suffix that begins with a vowel. (ex.: hike + ed = hiked)
  - When a root word ends with a *y* and the suffix begins with an *e*, change the *y* to an *i* before adding the suffix. (ex.: try + ed = tried)
  - When a root word ends with a *y* and the suffix is *-ly*, change the *y* to an *i* before adding the suffix.

### Grammar

- Capitalization:
  - First word in the sentence
  - Days of week and months of year
  - Holidays and special days
  - Names of people
  - The word *I*
  - Titles
- Punctuation:
  - Using periods to end sentences
  - Using question marks and exclamation points to end sentences

- Using an apostrophe to show ownership ('s)
  - Using apostrophes in contractions
- Using commas to separate three or more items in a series
- The sentence:
  - Recognize complete sentences
  - Recognize questions, exclamations, and commands
  - Learn terms: exclamatory, declarative, interrogative, and imperative sentences
  - Define and identify nouns
  - Define and identify verbs
  - Define and identify adjectives that tell *what kind* and *how many*
  - Define and identify adverbs that tell *how*
  - Identifying complete subject and predicate of sentence
  - Identifying simple subject and predicate of sentence
  - Diagramming simple subject and predicate of sentence
- Word study and diction:
  - Add suffixes and prefixes to root words
  - Determine number of syllables
  - Recognize and use correctly:
    - Compound words, rhyming words
    - Opposite words (antonyms), same-meaning words (synonyms), same-sounding words (homonyms)
  - Singular and plural words; singular possessives
  - Contractions
- Divide words into syllables
- Alphabetize words
- Correctly use words such as *sit, sat, set; learn, teach; may, can; to, too, two; right, write; blue, blew*
- Abbreviate days of the week, months of the year, selected English measures, selected titles such as *Dr., Mr., Mrs.*
- Correctly use a glossary (terms: guide words, entry)
- Correctly use a dictionary (terms: guide words, entry, definition)

### Composition

- Write:
  - Complete sentences
  - Original sentence
  - Rewrite a sentence correctly
  - Answer a question in complete sentence

### Added Enrichment

Extra practice available in Seatwork curriculum:

- Copy sentences
- Finish/correct sentences
- Write original sentences
- Glossary skill exercises
- Dictionary skill exercises

## Language Arts: Reading



Students will advance their reading and comprehension skills as they reinforce the application of phonics rules. The early readers correlate with the progression of the concepts and sounds presented in the phonics curriculum. Subsequent readers include children's classics, stories from America's past, selections by famous authors, and stories with heroes that the children can emulate. One reader is a juvenile novel, another presents life in Israel in the days of Christ, and others include fables, animal tales, stories from children's classics, biographical stories, poetry, Scripture readings, and patriotic stories.

### Literary Value

- 83 authors, including well-known writers such as Beatrix Potter, A. A. Milne, Robert McCloskey, Hans Christian Andersen, Robert Louis Stevenson, Nathaniel Hawthorne, Sara Cone Bryant
- Selections and adaptations from children's literature such as *Make Way for Ducklings*, "Pooh and Piglet Go Hunting and Nearly Catch a Woozle," *The Tale of Peter Rabbit*, *The Golden Touch*

- Character-building themes such as gratitude, responsibility, helpfulness, industry, perseverance, courage, patriotism, and integrity

### Materials

- Readers (9) containing short stories (101), poems (90), plays (3), crafts (1), recipes (2)
- Christian fiction novel; biblical times/culture, and geography book; early

American times/culture book, international cultures and folktales book; information book about animals

- *Primary Bible Reader* includes Scripture reading

### Evaluation

- Weekly oral reading grade

➤ RED indicates first introduction of content.

### Reading Skills Development

- Read and decode (sound out) words by applying phonics sounds and rules
- Read orally and silently and complete comprehension activities
- Strive for increasing vocabulary, accuracy, correct enunciation, fluency, phrasing, alertness to punctuation, good expression, comprehension, appropriate pace for grade level, volume, and poise
- Follow along as others read orally
- Receive differentiated instruction with ability grouping
- Comprehend a variety of reading material—maps, charts, graphs, recipes, posted signs such as instructions/guidelines

### Literary Concept Development

- Expose students to literary terms—main character, plot, setting, moral
- Identify the story's title, author, main idea, main character, moral, author's intent, setting, plot
- Describe the main character's appearance, feelings, actions based on textual inference
- Describe setting (where and when the plot takes place) by identifying descriptive words
- Explain how characters relate to events of the story
- Understand cause/effect, problem/solution as they relate to the characters in the story
- Discern the meaning of a story
- Compare the same story by two different authors
- Predict the story's outcome
- Compare predictions to actual outcome

### Readers

- *Fun with Friends*—18 stories and 9 poems, 1 song, 1 play including modern-day themes relating to animals and people and Scripture selections, introductions and story themes featuring Christian virtues and character traits; phonetic progression from one-vowel words to two-vowel words and comparing similar one- and two-vowel words, through special sounds from Basic Phonics Charts 6-8; practicing rhyming words and compound words; building vocabulary using advanced words and definitions; **introduction to literary terms—title, author, main character including questions, character comparisons, character web, charting comparisons; choral reading, sequencing, illustration analysis, silent reading selections, and other enrichment activities; creative writing/drawing and storytelling for checking comprehension; "Think About It!" and "What Do YOU Think?" ask factual, inferential, and interpretive comprehension/discussion questions.**

- *Quests for Adventure*—15 stories, 27 poems, 28 riddles called "Can You Guess?" including present-day themes relating to adventure and Scripture selections; building vocabulary using advanced words and definitions; introductions and story themes featuring Christian virtues and character traits; phonetic progression using special sounds from Basic Phonics Charts 9-11; reviews literary terms—title, author, main character; **introduction to literary term—plot including recalling events of a story in proper sequence, and climax questions, illustration analysis, choral reading, play-acting, silent reading selections, and other enrichment activities; creative writing/drawing, for checking comprehension; "Think About It!" and "What Do YOU Think?" ask factual, inferential, and interpretive comprehension/discussion questions.**

- *Across the Meadow*—15 stories, 20 poems, 1 play including classic literature, as well as a variety of other styles and Scripture selections; building vocabulary using advanced words and definitions; introductions and story themes featuring Christian virtues and character traits; phonetic progression using special sounds from Basic Phonics Charts 12-13; **highlight famous authors and some of their best-known works; reviews literary terms—title, author, main character, plot; introduction to literary term—setting including, recognizing descriptive words and phrases, illustration analysis, storytelling, crafts, recipes, character webs, silent reading selections, and play-acting and other enrichment activities; creative writing/drawing, for checking comprehension; "Think About It!" and "What Do YOU Think?" ask factual, inferential, and interpretive comprehension/discussion questions.**

- *Wonders of Imagination*—12 stories 11 poems, 1 play, 3 "Have You Ever Wondered?" **feature pages, including classic literature and stories with fanciful themes and Scripture selections; building vocabulary using advanced words and definitions, illustration analysis; charting comparisons; introductions and story themes differentiating reality and imaginative fiction highlighting Christian virtues and character traits; practicing rhyming words; reviews literary terms—title, author, main character, plot, setting; introduction to literary term—moral including cause/effect and problem/solution questions and creative writing/drawing, word webs, and play-acting for checking comprehension; silent reading selections; "Think About It!" and "What Do YOU Think?" ask factual, inferential, and interpretive comprehension and discussion questions.**

- *Through the Skies*—12 stories and 8 poems including classic literature as well as a variety of styles and topics and Scripture selections; building vocabulary using advanced words and definitions; introductions and story themes featuring Christian virtues and character traits; **illustration analysis; highlight famous authors and some of their best-known works; reviews literary terms—title, author, main character, plot, setting, moral, including character web, charting comparisons, charting**

Reading cont. p. 35

► **RED** indicates first introduction of content.

## Reading cont.

cause/effect, questions, silent reading selections, and other enrichment activities; creative writing/drawing exercises for checking comprehension; "Think About It!" and "What Do YOU Think?" ask factual, inferential, and interpretive comprehension and discussion questions.

► **Growing Up in Early America**—17 stories, 9 poems, 7 photo/character fact pages which correspond to time periods, 1 craft project with directions, 1 recipe with conversion chart, including classic literature, historical fiction and nonfiction, folk tales, legends, and articles relating to life in early America from 1620 through the early 1900s, historical fun facts, with Scripture selections; charting comparisons; character web; building vocabulary using advanced words and definitions, silent reading selections, and other enrichment activities; highlight famous authors and some of their best-known works, as well as other early American writers; reviews literary terms—title, author, main character, plot, moral, setting; creative writing/drawing exercises for checking comprehension; "Think About It!" and "What Do YOU Think?" ask factual, inferential, and interpretive comprehension and discussion questions. "What Can YOU Do?" are creative prompts that encourages students to think about others.

► **Growing Up around the World**—15 stories, 8 poems, 1 recipe, 1 lyric, world map with icons for each country, 12 photo fact pages representing each country, including classic literature, historical fiction and nonfiction, folktales, legends, favorite stories from around the world, and Scripture selections; building vocabulary using advanced words and definitions; introduction to foreign words/vocabulary including audio demonstrations for foreign pronunciations; character web, word web, charting comparisons, art/photo analysis, silent reading selections, and other enrichment activities; reviews literary terms—title, author, main character, plot, moral, setting; creative writing/drawing exercises for checking comprehension; "Think About It!" and "What Do YOU Think?" ask factual, inferential, and interpretive comprehension and discussion questions.

► **Growing Up Where Jesus Lived**—a 10-chapter informational book describing ancient Israel in the days of Christ including maps and diagrams; treasure chest of Scripture selections for reference and comparison; building vocabulary using advanced words and definitions; illustration observation, interesting cultural facts, charting comparisons, Scripture songs, sample Aramaic writing, riddles, silent reading selections, and other enrichment activities; "Think About It!" and "What Do YOU Think?" ask factual, inferential, and interpretive comprehension and discussion questions.

► **All Kinds of Animals**—an informational book containing 15 chapters about animals; highlight animal information facts and fun facts; observing animal tracks; discerning false information; observing animals in

their habitat; Bible application highlighting intelligent design; sequencing order of events; considering charts and instructions; building vocabulary using advanced words and definitions; charting comparisons; glossary of animal profiles; silent reading selections, word webs, and other enrichment activities; reviews literary terms—character, plot, setting; creative writing/drawing exercises for checking comprehension; "Words to Practice" analyze advanced words; "Think About It!" and "What Do YOU Think?" ask factual, inferential, and interpretive comprehension and discussion questions.

► **My New Name**—a Christian fiction novel containing a character sketch, 13 chapters; Bible application; vocabulary enrichment; reviews literary terms—title, author, main character, plot, moral, setting; charting comparisons; games, storytelling, illustration analysis, silent reading selections, word webs, and other enrichment activities; creative writing/drawing exercises for checking comprehension; factual, "What Can YOU Do?", inferential, and interpretive comprehension and discussion questions.

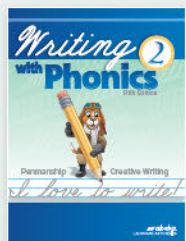
► **Reading Comprehension 2**—a collection of advertisements, science articles, short stories, recipes, instructional pages for thinking and problem solving; index of literary application; identifying main character—appearance, feelings, actions, as well as main ideas—moral, author's intent, cause/effect, problem/solution, context, details, fact/opinion, fantasy/reality, visualization, prediction based on fact and textual inference; includes charting comparisons, character webs, puzzles, diagrams, coloring sheets; factual, inferential, and interpretive comprehension questions

▪ **Primary Bible Reader**—class reading selections and passages from the Old and New Testaments

## Comprehension, Discussion & Analysis Skills Development

- Answer factual and interpretive questions for most stories and poems
- Answer inferential comprehension and discussion questions
- Identify main character, main idea, author's intent, setting, or moral
- Understand the parts of a story how to organize them to form a plot for creative writing
- Compare and contrast characters, events, and information; sharpen problem solving skills; relate cause to effect with character webs and Venn diagramming
- Analyze and draw conclusions from art, illustration, photos, and charted information
- Differentiate fanciful and realistic events

## Language Arts: Cursive Writing/Creative Writing



**Cursive Writing:** Building upon each grade, the consistent step-by-step approach to good penmanship presented in *Writing with Phonics 2* emphasizes neatness and correct letter formation in daily practice. Writing habits which are polished during second grade will greatly influence students' penmanship skills throughout life.

**Creative Writing:** Beginning in lesson 81, penmanship class will focus primarily on creative writing skills and some penmanship review. Creative writing skills will be taught in a sequence that will prepare students to write their own stories incorporating higher level thinking skills into imaginative writing.

► **RED** indicates first introduction of content.

### Added Enrichment

- Decorative journal containing 17 dated journal entries
- Creative writing ex. during:
  - Science (6)
  - History (12)
  - Health (3)

### Evaluation

- Tests (31)

### Skills Development

- Achieve good writing position:
  - Sitting properly in desk
  - Holding pencil correctly
  - Slanting paper correctly

- Review correct formation for all lower and uppercase letters and numbers 1–10
- Perfect writing skills for a good, overall appearance:
  - Forming difficult letters correctly

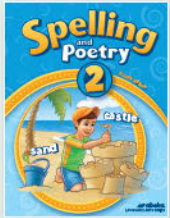
## Creative Writing *cont.*

### Skills Development *cont.*

- Placing letters correctly on the lines
- Using proper spacing between letters and words
- Slanting letter properly
- Writing slowly and carefully
- Making smooth connections between letters, difficult letters, blends
- Using key strokes: trace, wave, loop, oval, mountain
- Keeping size consistent while making a connection without the help of a dotted line
- Writing without use of dotted lines
- Double-spaced writing
- Correctly write
  - Blends, words, sentences, paragraphs, and poems
- Creative writing
  - Reviewing the writing process learned in 1st grade: read and gather, think and plan, write and rewrite, check and polish, share your results

- Use proper punctuation and capitalization; simple sentence structure; recognize difference between phrases and sentences; complete sentences, write sentences using suggested words, **proper paragraph form**, choose titles; develop stories using suggested themes; sequencing; writing a process summary, starting/concluding sentences; writing friendly letters; **writing persuasive letters; writing original poetry; writing an acrostic; incorporating character development, plot setting, and moral into writing; dated journal entries**
- Compositions include these themes:
  - **Imaginative**, historical, character building, **Bible story, poetry, school, "how to"**
- Compositions
  - During creative writing (8)
  - During seatwork (27)

## Language Arts: Spelling & Poetry



In second grade, spelling is taught as an individual subject for the first time. The spelling curriculum continues to be correlated with phonics. The spelling lists in *Spelling and Poetry 2* reinforce the phonics concepts which the students are learning. By the end of the year, students will be learning vocabulary words and their definitions. Poems for memorization have been selected for their beauty of language, literary greatness, and character-building qualities.

### Added Enrichment

- Spelling lists (33):
  - Spelling words (549)
  - Vocabulary words (54)
  - Organized by special sounds
- Worksheet activities (132):
  - Build on previous concepts
  - Reinforce new concepts
  - Homework sheets (33) include spelling list
  - Spelling games (16)

### Evaluation

- Spelling tests (33)

➤ RED indicates first introduction of content.

## Spelling Skills Development

- Master spelling lists including:
  - 48 sight words and 3 contractions
  - 27 commonly misspelled words
  - 12 abbreviations
  - 54 vocabulary words and definitions
- Use vocabulary words in proper context
- Apply spelling and phonics concepts through daily:
  - Teacher-directed oral practice
  - Independent written practice
- Hear and see spelling and vocabulary words in example sentences, in order to:
  - Clearly picture each word's meaning; differentiate between sound-alike words
- Use words correctly when speaking and writing
- Learn spelling rules:
  - Know: one- and two-vowel rules; *k* comes before *i* and *e*; *c* comes before *a*, *o*, and *u*
  - Correctly use at end of word: double consonants *ll* or *ss*; *ck* after a short vowel; *ke* after a long vowel
  - Double a consonant before adding a suffix that begins with a vowel
  - Drop the silent *e*

- Learn how to spell words containing special sounds of similar sound with different spellings

### Worksheet Activities:

- Solving crossword puzzles; thinking of homonyms and rhyming words
- Creating phrases; grouping similar words together
- Understanding the meaning of vocabulary words
- Finding misspelled words and knowing how to correct them
- Matching contractions with their words
- Combining root words with the suffixes *-y*, *-er*, *-est*, *-ly*, *-en*, *-es*, *-ed*
- Using prefixes *a-*, *al-*, *be-*, *en-*, *un-*

### Poetry Skills Development

- Memorize 8 lyrical poems
- Develop appreciation of poetry
- Perform in front of an audience
- Recite in unison
- Develop appropriate expression and volume
- Improve comprehension
- Learn definitions and use of unfamiliar words
- Maintain interest and increase understanding with comprehension questions

## Arithmetic



The traditional work-text *Arithmetic 2* builds a foundation for learning more abstract concepts and teaches students how to apply mathematical concepts to real-life situations. Concepts taught or reviewed in *Arithmetic 2* include counting, place value, addition and subtraction, money, time, graphs, simple geometry, multiplication and division, and Roman numerals.

Students will apply the skills and facts they have learned as they complete word problems that are based on concrete situations. New material is built on prior learning and encourages students to think through new concepts. *Arithmetic 2* and curriculum include daily reasoning questions that challenge students' thinking ability.

### Added Enrichment

- Higher-level thinking activities
- Abeka games
- Thematic units: pond, travel, jungles, camping
- Review games
- Teaching tips
- Enrichment activities

### Evaluation

- Daily skills-development exercises
- Written tests
- Oral tests: combinations, answers, and detailed instructions for weekly oral tests included in daily lesson plans

► **RED** indicates first introduction of content.

## Numbers

- Recognize and understand numbers:
  - 1-1,000
  - 1,001-100,000
- Counting:
  - By ones, twos, fives, and tens to 100
  - By threes to 36
  - By fours to 48
  - By twenty-fives to 300
  - Continue counting patterns
  - Tally marks
- Writing numbers:
  - By ones, twos, fives, and tens to 1,000
  - By threes to 36
  - By fours to 48
  - Dictation to hundred thousands
- Comparing before and after:
  - By ones, twos, fives, tens
  - By twenty-fives and hundreds
- Number words:
  - Use of one to twelve
  - Use of thirteen to twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred
- Place value:
  - Ones, tens, hundreds
  - Thousands, ten thousands, hundred thousands
- Money: round to nearest dollar; to nearest ten
- Roman numerals:
  - Counting and value:
    - 1-12
    - 13-30; 50; 100; 500; 1,000
  - Reading clock using Roman numerals
  - Basic rules for Roman numerals:
    - Add repeated Roman numerals
    - Add when lesser numeral follows greater one
    - Subtract when lesser numeral comes before greater one

## Addition

- Addition families:
  - 1-18
  - Horizontal and vertical form
  - Add doubles
- Addition terminology
- Addition "twins" (concept of commutative principle)
- Timed mastery
- Word problems: oral, written
- Mental arithmetic:
  - Problems with up to 5 single-digit numbers
- Estimate sums
- Carrying:
  - To tens and hundreds places in 2- and 3-digit problems
  - To ten-thousands place in 3- and 4-digit problems
  - Horizontal problems with carrying
- Money: add dollars and cents

## Subtraction

- Subtraction families:
  - 1-13
  - 14-18
  - Vertical and horizontal form
  - Subtract:
    - 0, 1, 2; all of a number
    - Half of a number
- Subtraction terminology
- Timed mastery
- Word problems: oral, written
- Mental arithmetic:
  - Problems with up to 5 single digit numbers combining subtraction and addition
- Subtraction with borrowing:
  - 2 and 3 digits
  - 4 digits
- Borrowing:
  - From tens place in 2-, 3-, and 4-digit problems
  - From hundreds place in 3- and 4-digit problems

## Arithmetic *cont.*

### Subtraction *cont.*

- From thousands place in 4-digit problems
- With zeros in the minuend
- Money: subtract dollars and cents

### Multiplication

- Building blocks:
  - Counting by twos, threes, fives, and tens
  - Counting by fours
- Word problems: oral, written
- Graphs to show multiplication facts
- Terms: factor, product
- Multiply:
  - By 1, 0
  - Tables, 0, 1, 2, 3, 5, 10
  - Find missing factor
- Multiple combinations
- Multiplication "twins" (concept of commutative principle)

### Division

- Concept of division
- Building blocks: dividing groups of objects
- Recognize symbols:  $\div$  and  $\overline{) \quad}$  (division house)
- Word problems: oral, written
- Terms: dividend, divisor, quotient
- Divide:
  - By 1
  - Tables 2, 3, 5, 10
- Division combinations

### Fractions

- Parts of a whole and group: one half, one third, one fourth
- Finding the fractional part of a whole number
- Comparing fractions
- Word problems: oral, written
- Mixed numbers

### Decimals

- Money: use of dollar sign (\$) and decimal point (.) in addition
- Align decimal points when adding and subtracting dollars and cents

### Problem Solving & Applications

- Building blocks: oral word problems
- Word problems:
  - Addition, subtraction
  - Multiplication, division
  - Money
  - Fractions
  - Carrying, borrowing
  - Steps of problem-solving process
- Applications for broader and deeper understanding of concepts:
  - Time, length, temperature
  - Graphs, weight, money
  - Fractions, recipes

### Time

- Clock:
  - Hour and minute hands
  - a.m. and p.m.

- o'clock (:00); half past (:30)
- Quarter past; quarter till; three-quarters past
- Five-minute intervals
- One-minute intervals
- Table of time:
  - Seconds, minutes, hours
  - Days, months, year
- Calendar:
  - Months of year, days of week
  - Days in year, weeks in year
  - Date
  - Time lapse
  - Dates as digits

### Money

- Recognition and value of penny, nickel, dime, quarter, half dollar
- Counting pennies, nickels, dimes, quarters, half dollars
- Combining coins for any amount
- Converting to cents using dollar sign (\$) and decimal point (.)
- Word problems: oral, written
- Recognize symbols:
  - \$ (dollar)
  - ¢ (cent)
- Adding money using dollar sign (\$) and decimal point (.)
- Determining change
- Rounding to nearest dollar

### Measures

- Word problems: oral, written
- Temperature:
  - Degrees: reading, writing
  - Introduced to:
    - Celsius scale
    - Freezing and boiling point of water
    - Body temperature on Fahrenheit scale
- Length:
  - Quarter-inch
  - Inch, foot, yard, centimeter
  - Meter
  - Abbreviations
  - Smallest to longest
  - Comparing lengths
  - Applications: measuring, drawing
- Weight:
  - Ounce, pound, kilogram
  - Gram
  - Applications
- Dozen, half dozen
- Capacity: cup, pint, quart, gallon

### Graphing, Statistics, Probability

- Bar graphs:
  - Horizontal
  - Vertical
- Pictographs
- Line graphs: plot point on line graph
- Circle graphs
- Read a grid, a map
- Comparing graphs

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## Arithmetic cont.

### Geometry

- Plane figures: circle, square, rectangle, triangle
- Plane figures: oval, hexagon, trapezoid
- Solid figures: sphere, cube, pyramid
- Vertex: identify number of vertexes in plane and solid shapes
- Edge and face: identify number of edges and faces in plane and solid shapes
- Measure, draw, and compare lines

- Scale drawings
- Symmetry
- Locations on a coordinate plane
- Perimeter:
  - Rectangle
- Square
- Geometric Shapes

## History & Geography



*Our America* takes students back into history to learn what life would have been like in our country's early days. Students will study the lives of groups of people who have made valuable contributions to our American heritage: the Pilgrims, Native Americans, early colonists, pioneers, cowboys, and immigrants.

In addition to maps and geographical facts, *Our America* also features information about our flag and the history behind our patriotic holidays and songs. Review questions and activities throughout the text help to check students' comprehension.

### Added Enrichment

- Vocabulary boxes featuring difficult words and definitions
- Activities included in student text and teacher edition such as games, class parades, art projects, class diorama
- Songs such as "Swing Low, Sweet Chariot" and "Pawpaw Patch" passed down through history from early Americans
- Creative Writing (12)

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### Sweet Land of Liberty

- Americans:
  - Unique people
  - Flag: symbol of America
- America's freedoms: freedom of speech, press, religion, and assembly, **using your freedoms wisely**

### Early America

- Native Americans
  - First Americans
  - Regional differences: way of life varied according to location
- Separatists
  - Escaping from England to Holland
  - Leaving Holland for the New World
- Pilgrims
  - Travelling on the *Mayflower*
  - Landing in the New World
  - Meeting the Native Americans/making friendships: **Samoset, Squanto**
  - Learning how to survive: planting corn, **fishing, hunting**
- Activities
  - Weaving a mat
  - Watching maize grow
- Landmarks/symbols: Plymouth Harbor/Plymouth Rock
- American Holidays: Thanksgiving Day

### Colonial America

- Colonial Life:
  - What is a colony

- What were colonial houses like: clapboard, log cabins, stone, plantations
- What did colonists eat: meat and vegetables, food that could be dried
- Colonial Shops:
  - What kinds of shops: silversmith, blacksmith, joiner, cobbler, apothecary, cooper, whitesmith
  - How were things bought/sold: bartering system
- Colonial Schools:
  - Most children taught at home
  - School was seasonal
  - One-room schoolhouses: teacher called schoolmaster, taught all students in same room
  - *Hornbook/New England Primer*
- Activities:
  - Making an oiled-paper window
  - Making a hornbook

### A Free America

- George Washington
- French and Indian War
- The Declaration of Independence
  - Why colonies wanted to declare freedom from England
    - July 4, 1776: date of declaration
    - Philadelphia, Pennsylvania: Place where signers of Declaration met
- American War for Independence
  - George Washington leads Colonial army
  - Reason for war: freedom from England
- United States of America



## History & Geography *cont.*

- 13 original colonies become 13 states
- George Washington chosen as first President
- Flag of the United States of America
  - Liberty Tree and Rattlesnake flags
  - Colors/design of flag: 13 stripes, alternating red and white, 13 white stars in field of blue
  - Betsy Ross: seamstress, possibly made 1st flag
  - Pledge of Allegiance: meaning of words
- Landmarks/Symbols:
  - Statue of Liberty
  - Liberty Bell
  - Washington Monument
- American Holidays:
  - Independence Day—July 4
  - Washington's Birthday/Presidents' Day—third Monday in February
  - Flag Day—June 14
    - Flag etiquette
- America's Songs: "Yankee Doodle"

## A Growing America

- The Battle of 1812
  - Fort McHenry, Baltimore, MD
  - America's Songs: "The Star-Spangled Banner"
    - Originally was a poem
    - Became national anthem in 1931
- Landmarks/Symbols: Smithsonian Institute
- America's Songs: "My Country, 'Tis of Thee"
  - Written by Samuel Francis Smith
  - Tune is from German hymn
- America's Pioneers
  - Westward expansion—frontier
  - Daniel Boone, Wilderness Road
  - Wagon master/wagon train
  - Pioneer's possessions
  - What it was like traveling west
- America's Songs: "Pawpaw Patch," "Skip to My Lou," "America the Beautiful"
- The Underground Railroad:
  - Leaders: Harriet Tubman, William Still, Thomas Garrett, Levi Coffin
  - Landmarks/Symbols: Levi Coffin House—Underground Railroad "station"
  - America's Songs: "Swing Low, Sweet Chariot"
- Our Country Argues:
  - States' rights/slavery
  - Abraham Lincoln
  - Landmarks/Symbols: Lincoln Memorial
  - American Holidays:
    - Memorial Day—May 30
    - Veterans Day—November 11

## The American West

- Railroads
  - "Iron Horse"
  - Effects of railroad on Native American way of life—treaties
  - Union Pacific/Central Pacific—transcontinental railroad finished in 1869
  - Changed what kinds of foods people ate
- Cattle Ranching
  - Brands

- Cowboys: job, equipment needed
- Cow towns
- Cattle drives: chuck wagons, wranglers, stampedes
- America's Songs: "Git Along, Little Dogies"; "Goodbye Old Paint"

## A New America

- New Americans: immigrants
  - Dreams, goals: freedom of worship, finding good job, good education, enough food to eat, owning land/home
    - America's Songs: "God Bless America"
- American Free-Enterprise System
  - How businesses work: consumer/producer, supply/demand
- American Work Ethic
  - American Holidays: Labor Day—first Monday in September
- American Inventions/Inventors: sleeping car, assembly line, airplane, telephone, light bulbs, phonographs, motion pictures
- More American Inventors and Scientists:
  - Garrett Morgan: breathing mask, traffic light
  - Norman Borlaug: global hunger
  - Dr. Robert Shurney: scientist for NASA
  - Igor Sikorsky: helicopter
  - Mary Anderson: windshield wiper
  - Dr. An Wang: computer memory
- Americans of Creativity:
  - Fanny Crosby: hymns
  - John Philip Sousa: conductor/composer
  - Norman Rockwell: art, *Saturday Evening Post*
- American Athletes Who Changed the Game:
  - Jackie Robinson: baseball
  - Knute Rockne: football
  - Jim Thorpe: Olympic athlete
- Americans of Courage:
  - On the Battlefield: Sergeant Alvin York, Sergeant Silvestre Herrera, 101st Airborne, Navajo Code Talkers
- Courage in Space and Science Discovery
  - Neil Armstrong, Edwin "Buzz" Aldrin: *Apollo 11* mission
  - Crew of the *Challenger*
- Courage on the Mission Field:
  - John and Betty Stam
  - Jim and Elisabeth Elliot
- Last States Added to Union: Alaska, Hawaii added
- Territories of United States: Guam, Puerto Rico, American Samoa, U.S. Virgin Islands
- Activities
  - Writing your own code

## Tomorrow's America

- Good Citizenship
- Communities: cities/urban areas, suburbs, towns, rural
- Privilege to Pray
- Privilege to Serve

## Geography Study

- Globe
- Cardinal/secondary directions, compass rose
- Seven Continents and five oceans
- Hemisphere
- Equator
- Poles

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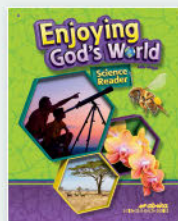
## History & Geography cont.

### Geography Study cont.

- Coasts
- Home state
- Regions of United States
- 13 original colonies, 50 state locations
- Capital city (Washington, D.C.)
- Location of England, Holland (The Netherlands)
- Mississippi River, Gulf of Mexico

- Neighbors to north and south: Canada and Mexico
- Map Key
- Landforms: hill, mountain, valley, gorge, lake, river, island, peninsula
- Appalachian and Rocky Mountains
- Great Lakes, Great Plains
- Volcano, Glaciers
- Mt. Denali

## Science



*Enjoying God's World* guides the student's study of God's plan for creation. Students will increase both their reading comprehension and their knowledge of scientific concepts while learning about the human body, plants, animals and their habitats, matter and energy, and earth and space from God's viewpoint.

Through the "how" and "why" questions that are answered in this text, children will learn about the world around them while developing their thinking skills. *Enjoying God's World* also includes hands-on activities and demonstrations that help to increase each student's comprehension of basic science concepts.

### Added Enrichment

- Additional hands-on learning activities in daily lesson plans
  - Lesson activities (17)
  - Additional activities (90)
  - Experiments (7)
  - Creative Writing (6)

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### Human Biology

- Balance of living things
- Special to God: five senses and sense organs
  - Eyes: pupil, iris, lens
  - Ears: outer ear, ear canal, eardrum, vibrations, sound waves
  - Nose: nostrils, odors, molecules
  - Tongue: taste buds, works with smell
  - Skin: sweat, pores, goose bumps, epidermis, dermis, follicle, root
- Bones: skeleton, skull, collarbone, shoulder blade, upper-arm bone, breastbone, ribs, finger bones, backbone, hipbone, thighbone, kneecap, toe bones
- Body Systems:
  - Nervous System—brain, spinal cord, nerves
  - Digestive System—teeth, stomach, intestines, waste
- Muscles: skeletal, cardiac
- Tendons
- Heart: blood vessels, veins, arteries
- Lungs: oxygen, carbon dioxide, inhale, exhale, bloodstream
- Teeth: front-cutting, pointed-tearing, back-grinding, crown, enamel, roots

#### Activities & Demonstrations:

- Discovering how to block sound waves
- Watching your pulse
- Making a map of your teeth

### Plant World

- Uses for plants: oxygen, nutrients
- Parts of a plant
  - Flowers or cones: make seeds, have pollen
    - How honeybees help the plant world—nectar
  - Stems: vines, tree trunks
  - Leaves: veins

- How leaves make food in green plants—chlorophyll, sunlight, carbon dioxide, water, sugar
  - Why green leaves change colors in the fall—decay, dormant
  - Roots: root hairs
    - How roots help the soil—topsoil, subsoil, erosion
  - How seeds travel—wind, water, people, animals (hitchhikers)
  - Reproduce after their kind
- #### Activities & Demonstrations:
- Seeing how water rises up a stem
  - Watching a plant grow

### Animals and Their Habitats

- Habitats—unique to each animal
  - Four things each habitat must have—water, space, food, shelter
  - Keeping habitats balanced—food chain, predator, prey
- Ocean Habitat
  - Examples of different animals: whales, sharks
  - Difference between saltwater, freshwater
  - Kelp, kelp forests, krill
  - Equipment
  - Migration, instinct
- Pond Habitat
  - Examples of different animals: beaver, turtle
  - Freshwater habitat
  - Space difference compared to ocean
  - Different food available
  - How habitat stays balanced
  - Shelter: beaver lodge and dam
  - Equipment: teeth—chisels, engineer—webbed feet, tail
- Forest Habitat
  - Examples of different animals: chipmunk, bear, owl
  - Land habitat

## Science cont.

### Animals and Their Habitats cont.

- Dependent on trees for food and shelter
- Predators/prey of forest maintain balance
- How habitat stays balanced
- Shelter: nests, burrows, dens
- Hibernation and lowered body temperatures
- Savanna Habitat
  - Examples of different animals: lions, giraffes, elephants, zebras, cheetahs
  - Grasslands habitat
  - Two seasons: rainy, dry
  - Animal groups: grazers, herds, prides, cubs
- Rainforest Habitat
  - Four layers: emergent, canopy, understory, forest floor
  - Examples of different animals: monkeys, sloths, butterflies, snakes, toucans, tree frogs, jaguars, leopards, fungi, termites, worms, tigers, gorillas, wild pigs, insects
  - Examples of plants: tall trees, vines, mosses, flowers, ferns
  - Thick vegetation provides plenty of food
  - Gives off oxygen
  - Medicine comes from variety of plants
- Insects and Their Habitats
  - Live in all land habitats
    - Insect legs: six legs, designed for different jobs—running, jumping, gathering pollen, grasping
    - Parts of an Insect: head, thorax, abdomen, spiracles
  - How insects grow
    - Life Cycle of a Butterfly: egg, larva, pupa, adult, chrysalis, cocoon
    - Life Cycle of Grasshopper: egg, nymph, adult, outside skeleton
  - Harmful insects: flies, termites, beetles, grasshoppers
  - Helpful insects: spiders
- Animal protection
  - God's special design: long legs, wings, ability to play dead, horns, antlers, appearance, taste
  - Examples of different animals: turtle—shell, skunk—spray, porcupine—quills, fawn—spotted coat, some butterflies—taste

#### Activities & Demonstrations:

- Discovering why webbed feet help the beaver swim
- Finding the three body parts of insects
  - Watching a caterpillar change

### Science Investigation

- How scientists work
  - Scientific method: observe and ask questions, guess and predict, experiment and gather data, study data and share it
  - Terminology: investigate, method, experiment, prediction, data, theory
- Where scientists work: lab or place of study
- Science tools: hand lens, microscope, telescope, ruler, scale, beaker, thermometer, stopwatch
- Science safety: handling materials, tools, wearing goggles

#### Activities & Demonstrations:

- Be a scientist! Practice the scientific method with plants.

### How Things Work

- God's plan for order in the universe
- Energy
  - Makes things go
  - Forms: heat, water, wind, sound
  - Engines use fuel, electricity for energy
- Force and Movement

- Push or pull on object
- Types: gravity, friction, magnetism
- Magnetism:
  - Attracts or repels
  - North and South poles
  - Uses: motors, recycling, airport security, medical imaging, computer memory
- Work and Machines
  - Examples: wheel and axle, inclined plane/ramp, pulley, lever
  - Terminology: effort, load, fulcrum, effort force
- Changing Movement
  - Inertia
  - Effects of friction: wears things down, heats things up
- States of Matter
  - States: solid, liquid, gas
  - How matter changes: melting, freezing

#### Activities & Demonstrations:

- Using energy from wind and moving water to turn a pinwheel
- Be a scientist! Practice the scientific method with gravity.
- Be a scientist! Practice the scientific method with magnetism.
- Discovering more about how magnets pull
- Be a scientist! Practice the scientific method with machines.
- Measuring a solid
- Measuring a liquid
- Comparing volumes of air

### The Air Around Us

- God's perfect design of air for people, animals, and plants
- Atmosphere
  - How atmosphere makes the sky blue
- Weather Ingredients: heat, water, wind
  - Appropriate clothing/protection: sunscreen, waterproof
  - Types of wind: breeze, gust, gale
  - What makes the wind blow: cool air—heavy, warm air—light
- Water Cycle
  - Evaporation: water vapor
  - Condensation: water droplets, make clouds
  - Precipitation:
    - Rain—drizzle
    - Sleet—rain that is frozen before it falls
    - Snow—crystals, snowflakes
    - Hail—happens during spring, summer
  - Other kinds of wet weather: humid, foggy, frost
  - Storms:
    - Hurricanes: landfall, eye
    - Tornadoes: touched down
    - Thunderstorms: lightning, static electricity, thundercloud
    - Blizzards: blowing snowstorm
  - Other Kinds of Severe Weather:
    - Floods
    - Droughts
- Predicting Weather
  - Meteorologists, forecasts, radar, satellites, weather balloons
  - What to do during bad weather

#### Activities & Demonstrations:

- Demonstrating that air is real
- Watching evaporation and condensation
- Be a scientist! Practice scientific method with precipitation.

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## Science *cont.*

### Earth and Space

- Stars:
  - What is a star—purpose, place, number, brightness
  - What is a shooting star—meteoroid, meteor, meteorite
  - What is a constellation
    - Examples of constellations: Big Dipper, Little Dipper, Orion
- Sun
  - God's plan for the sun
  - Star closest to Earth
  - How does sun's energy help Earth—light, heat, makes weather
  - How does Earth travel around Sun—spin, orbit and tilt create seasons
- Moon:
  - God's plan for moon
  - Reflects sun's light
  - Description of moon's surface: craters
  - Astronauts: need for spacesuit
  - Moon's cycle in sky: crescent
  - How moon affects Earth: high/low tide cause circulation of water
- Space Science:
  - Space travel: space shuttles, space station, spacewalk, space probes, landers, rovers

- Planets of Solar System:
  - God's plan for solar system: order and size of each planet
  - Description of each planet: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune
  - Earth: Designed for Life—God's provision and plan in His design for our planet
    - Landforms: canyon, mountain chain, deserts, mountains, valleys, rainforests
- Our Responsibility:
  - Natural resources: food, water, right kind of air, energy sources, building materials
  - Stewardship: taking care of what God has given us
    - Repurposing, reusing, recycling

#### Activities & Demonstrations:

- Finding constellations
- Be a scientist! Practice the scientific method with day and night.
- Discovering how moonlight works
- Be a scientist! Practice the scientific method with orbital forces.

## Health



The purpose of *Health, Safety, and Manners 2* is to teach the basic facts of health and safety; to teach courtesy at home, at school, and everywhere; and to instill within students a desire to take care of the body God has given them.

### Added Enrichment

- Hands-on learning activities, charts, and checklists in student book, teacher edition, and daily lesson plans (28)

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### Health

- My Body—My Home
  - God's plan for your body
  - How to stay Healthy
- Building Good Habits
- Building Good Nutrition
  - **Energy**
    - Nutrients
- Tools for Nutritious Meals: Need to eat a variety of each
  - Vegetables:
    - Contain vitamins, minerals, fiber
    - Divided into 5 groups: dark green, red and orange, starchy, beans and peas, others
    - 2–3 servings per day
  - Fruits:
    - Contain vitamins, minerals, fiber
    - Contain vitamin C
    - 2–3 servings per day

- Protein:
  - Builds muscles
  - Helps body heal
  - Need some everyday
    - **Body cannot store protein**
    - Examples: meat, beans, nuts, eggs
- Grains:
  - **Contain carbohydrates, vitamins, minerals**
  - Give your body energy
  - **4–5 servings per day**
  - Half of grains should be whole grains
  - Fat: stored energy
- Dairy:
  - Contains milk, yogurt, cheese, pudding, etc.
    - **Contains calcium**
      - Builds strong bones/teeth
      - Need some every day

**Health** cont.

- Healthy Fats:
  - Not a food group
  - Helps heart stay healthy
  - Helps body absorb needed vitamins
  - Examples: olive oil, canola oil, nuts, olives, avocados
- Water:
  - Helps: digest food, get rid of waste, **blood flow**, control body temperature
  - Body does not store water
  - Drink about 5 glasses of liquids each day
  - Drink more during hot weather
- Building Healthy Meals
  - A Nutritious Breakfast
    - Most important meal of day
    - Needs to contain choices from at least 3 food groups
  - Lunch–The Middle Meal
    - Gives energy to keep going
    - Should contain several food groups
      - Protein, grain, vegetable or fruit, milk or water
  - Time for Dinner
    - Last meal of day
    - Gives body energy until breakfast
    - Helps you sleep soundly
    - Should contain several food groups
  - Snacks are needed
    - Give energy between meals
    - Avoid sugar
    - Examples: fruit, vegetables, low-fat cheese sticks, hard-boiled egg, granola bar, low-fat yogurt
  - Restaurant Choices
    - Make healthy choices
    - Examples: fruit instead of French fries; milk, water, or juice instead of soda; grilled chicken sandwich instead of hamburger or chicken nuggets
- Activities
  - My Food for the Day
- Building Healthy Habits
  - Practicing Good Posture:
    - Way you hold your body when sitting, standing, or walking
    - Helps you have better breathing and more energy
    - Shoes that fit correctly help posture
  - Activities
    - Good posture test
  - Exercising Your Body:
    - Any activity that uses muscles of body
    - Examples: swimming, running, jumping rope, walking
    - Benefits
      - Keep healthy weight
      - Sleep better
      - Think clearly
      - Strengthen muscles
      - Feel better about yourself
      - Goal is 60 minutes per day
    - Playing outside: sunshine provides vitamin D
    - Play quietly if tired
  - Activities
    - Animal Exercises: Tiger Touchdown, Flamingo Stand, Elephant Swing, Ostrich Run, Seagull Wing Stretcher
- Getting Enough Sleep
  - Muscles rest and store up energy
  - Muscles, skin, and bones repair and grow
  - You are more alert
  - Should sleep 10–11 hours at night
  - Have a routine:
    - Go to bed at same time each night
    - Avoid eating heavy meals or exercising before bedtime
    - Turn off any screens 30 minutes before bedtime
      - Sleep in dark, comfortable, quiet room
      - Use a nightlight, if needed
- Keeping Your Body Clean
  - Outer covering of body, protects against dirt and germs
  - Use sunscreen
  - Wash cut with soap and water
  - Wash hands often to prevent spread of germs
    - Wash after using bathroom, **blow nose**, touching animals, or garbage
    - Wash correctly: wet hands and apply soap, rub hands, rinse and dry hands
      - Use nailbrush and keep nails trimmed
      - Avoid biting fingernails and putting fingers in mouth
  - Wash face twice a day
  - Take a shower/bath regularly
  - Wash hair regularly
  - Brush/comb hair each day
  - Wear clean clothes every day
- Taking care of your teeth
  - Purpose of teeth: chew food, speak clearly, have a great smile
  - Brushing teeth:
    - Prevents cavities
    - After meals or twice a day
    - Removes sugars and acid from teeth
    - Brush for 2–3 minutes
    - Toothbrush should have soft bristles
    - Toothpaste should have fluoride
      - Fluoride makes teeth stonger
    - Store toothbrush in clean, dry place
    - Avoid sharing toothbrush
  - Flossing teeth
    - Floss once a day
    - Visit dentist twice a year
  - Limiting sugar helps keep teeth healthy
- Taking Care of Your Eyes
  - Avoid touching/rubbing to prevent the spread of germs
  - Make sure there is enough light to see clearly
  - Avoid looking directly at sun—wear sunglasses
  - Wear eye protection when needed during sports
  - Have vision checked yearly
- Caring for Your Ears
  - Use sunscreen or wear a hat to protect from sun
  - Wear a hat in cold weather to protect from frostbite
  - Wear a helmet when playing sports
  - Wash regularly
  - Avoid putting small objects into ears
  - Use earplugs around loud noises to prevent hearing loss
  - Keep volume of music low
  - Limit use of headphones, earbuds

## Health cont.

- Your Nose Keeps You Healthy
  - Nose warms and moistens air you breathe
  - Tiny hairs catch/collect dust and germs
  - Cover nose and mouth when sneezing
- A Visit to the Doctor
  - Helps keep you healthy
  - Regular checkups even when not sick are important
    - Help you know if growing/developing normally
    - Time to ask questions
  - Tools used during visit:
    - Blood pressure cuff
    - Stethoscope
  - Doctor may suggest immunizations
  - Doctor may remind you of safety habits
  - Ask questions
- Activities
  - My Health Habits Chart

## Safety

- Safety Under Construction: be alert, learn safe way to do things
  - Preparing for an Emergency
    - Call 9-1-1 only if an emergency
    - Know address and phone number
  - Activities:
    - Emergency Information
- Safety in My Home
  - Avoid running inside
  - Be careful on stairs
  - Ask for help when needing to reach something too high
  - Put things away to prevent tripping
  - Carry sharp things with point facing down
  - Do not run while carrying sharp objects
  - Answer door/phone only with permission from adult
- Safety in the Kitchen
  - Have an adult present
  - Wear an apron to keep clothes neat
  - Wash hands and counters before beginning
  - Help with measuring, pouring, stirring
  - Avoid heat, sharp objects, and appliances that only adults should use
  - Help set the table
  - Help clean up after each meal
- Safety in the Bathroom
  - Turn on cold water first to avoid being burned
  - Put things away
    - Wipe up any spilled water
    - Use the things that belong to you
  - Avoid playing with anything in medicine cabinet
  - Take medicine only when parents give it to you
  - Only use cleaning supplies with an adult present
- Gun Safety
  - Only responsible adults should handle guns
  - 4 steps for safety:
    - Stop what you are doing when you see a gun
    - Do not touch the gun
    - Leave the area where you see the gun
    - Tell an adult

- Fire Safety
  - Always let an adult handle matches/lighters
  - Be careful around lamps, heaters, and candles
  - Tell parents or adults if a fire is seen
  - Have an escape plan if house is on fire
  - Crawl on floor to avoid smoke
  - Feel door for heat
  - Firefighters:
    - Equipment is for protection
    - Do not be afraid—there to help you
  - What to do when clothes catch on fire:
    - Stop, drop, cover face, and roll
    - Do not run
  - Activities:
    - Fun with safety at home—word search
- Safety Away from Home
  - Police officers are friends
  - Know parents' names, telephone numbers, and address
  - Good Safety Habits:
    - Ask permission before going anywhere
    - Tell an adult where you are going
    - When alone, do not talk to people you don't know
    - Do not ride in car with stranger
    - Do not pet stray animals
    - Do not eat anything you find without permission from adult
  - Personal Safety
- Walking Safety
  - Pedestrians
    - Walk on sidewalk or single file on left side of road
    - Cross street at corner/use crosswalk
    - Ask permission before petting someone's animal
    - Stay still if stray animal approaches. Call out for help.
  - Look both ways before crossing railroad tracks.
  - Stand back from railroad tracks if train is going by
  - Recognize these signs:
    - Traffic lights, crosswalk, railroad crossing, road work, bike route
- Safety on Wheels
  - Bicycle Safety:
    - Wear helmet
    - Keep both hands on handlebars unless signaling
    - Use hand signals when turning or stopping
    - Ride on right side of road
    - Walk bike across intersections
    - Don't let friends ride on bike with you
  - Skateboarding/Rollerblading:
    - Wear helmet, knee pads, elbow pads
    - Find a smooth, dry place to ride
    - Stay away from traffic
- Car Safety:
  - Buckle seat belt
  - Talk quietly
  - Keep hands inside car
  - Use door closest to curb when exiting
- Bus Safety:
  - Stand away from curb while waiting for bus
  - Wait until driver opens door to move
  - Wear seat belt if available
  - Stay seated

## Health cont.

### Safety cont.

- Talk quietly
  - Keep hands and head inside bus
  - Wait your turn when exiting
  - Look left, right, and left again before crossing the street
- Winter Sports Safety:
  - Wear warm clothes
  - Use sunscreen
  - Eat and drink to stay energized and hydrated
  - Stay seated when sledding
  - Make sure all equipment fits and works correctly
- Water Safety:
  - Pools, lakes, ocean, boat:
    - Walk
    - Don't run
    - No pushing
    - Take a break
    - Use sunscreen
    - Don't swim alone
    - Obey the lifeguard
    - Play where bottom of lake is visible
    - Stay with an adult at lake/ocean
    - Ask permission before touching animals
    - Face ocean instead of beach to avoid being knocked over by waves
    - Wear life jacket when in a boat
    - Be prepared for changing weather—bring extra jacket, drinks
    - Keep hands and feet inside boat
- Storm Safety:
  - Go inside a building when see lightning or hear thunder
  - Stay away from windows
  - Wait to take a bath/shower
  - If outside, stay away from trees and water
  - Stay in car
- Activities
  - Remember: Safety First

### Manners

- Courtesy
  - A Manners Journey
    - Say "please" and "thank you"
    - Speak loud enough to be heard
    - Look directly at person to whom you are speaking
    - Wait to speak unless it is an emergency
    - Say "excuse me" when interrupting or walking in front of people
    - Greet people and use their name
  - "Everyday Courtesy"
    - Manners shown by child in story:
      - Serving food to guests
      - Said "please" to brother when asking for help and "thank you" when he received help
      - Greeting Mrs. Reed, his Sunday School teacher
      - When introduced to Dad's boss, he looked at him and spoke loud enough to be heard
      - Said "excuse me" when he had to walk in front of a guest
- Kindness
  - "Jimmy Tries Kindness"
    - Manners shown by child in story:
      - Child was kind to pet and took care of it

- Child said kind words to others
- Child was helpful and kind to a new student
- When child was unkind to someone, he asked God to forgive him
  - Child went to the person to whom he had been unkind and told him he was sorry and asked for forgiveness
- Say and do things to show others they are special to you and to God
- Be friendly and helpful to others when they need help
- Try to understand how others feel
  - When you do something wrong to others, say you are sorry and mean it
  - Forgive others as God forgives you
- Cheerfulness
  - Everyone enjoys being around a happy, cheerful person
  - The Bible says our good words and smile start in our heart
  - We can ask God to change our heart from sad to glad
  - The joy and gladness God gives will show in our words and countenance
  - "Making Changes"
    - Manners shown by child in story:
      - Child does his brother's chores
      - Child becomes upset but asks God to forgive him and help him have a joyful heart
      - When child wants to say unkind words, he asks God to help him say right, cheerful words
- Respect
  - "Honoring Mr. Miller"
    - Manners shown by child in story:
      - Child and his family invite an older man at their church to join them at a banquet
      - Child helps older man by taking his plate to the table
      - Child listens and does not interrupt as older man talks
    - Giving respect to someone shows that you understand that the person is important
    - You should respect your parents, teacher, pastor, and principal
    - You should show a special respect or honor to older adults
  - Greeting adults you know by name and listening to them shows respect
- Thoughtfulness
  - "Jimmy Learns to Help"
    - Manners shown by child in story:
      - Child realizes his cousin is blind but the same person he has always known
      - Child learns that his cousin uses his other senses and cane for guidance
      - Child and brother forget to help their cousin at the ice cream shop
      - Mom corrects child and brother and they apologize to cousin
    - A thoughtful person thinks of others and looks for ways to help and encourage them
    - God wants us to treat others like we want to be treated
    - A thoughtful person looks for ways to be thoughtful to others at home and school
- Thankfulness
  - "Saying Thank You with Words and Deeds"
    - Manners shown by child in story:
      - Child thanks friend's mom for inviting him
      - Child and friend thank friend's mom for snack
      - Child helps pick up toys before he leaves

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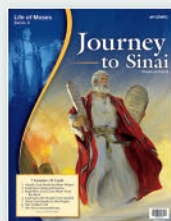
## Health cont.

### Manners cont.

- Before leaving, child thanks friend's mom for inviting him and for the snack
- Child writes a thank you letter
- Thank others when they are kind to you
- Thank God in prayer for the things He does for you
- Patience
  - "Being Patient Can Do Many Things—Have You Tried It?"
    - Manners shown by child in story:
      - Child has to wait for breakfast
      - Child waits to answer questions
      - Child has to wait to take his turn on the slide
      - When child interrupts parents he must give a definition of patience and an apology
    - Being patient means waiting without getting angry
  - You should be patient with everyone
  - You can ask God to help you be patient with others

- Manners for Meals
  - Meal times are important times for families
  - Meals are a time to enjoy food and family
  - Good manners and pleasant conversation make any meal better
  - "It's Time to Eat!"
    - Manners shown by child in story:
      - Child sets the table correctly
      - Child learns to pass food correctly around the table
      - Child realizes he must chew with his mouth closed
      - Child sees his parents act kindly to servers in busy restaurant
      - Child at fast food restaurant does not take too many napkins or silverware

## Bible



Second graders will enjoy learning about a variety of Bible characters including Joshua, Judges, Ruth, Jonah, and Moses. The Abeka Flash-a-Cards help students visualize events as they study the life of Moses and his journey from Egypt to the Promised Land. Students will learn about Moses' decision to suffer with God's people rather than live in luxury; they will also learn that even though Moses chose to follow God, he still faced many trials. By studying Bible characters such as Moses, students will learn how to respond to real-life joys and struggles.

### Evaluation

- Graded memory verse passages (8)

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### Lessons 355 Abeka Flash-a-Cards

- Salvation Series (5 lessons)
- Life of Moses Series (20): Moses in Egypt; Journey to Sinai; Journey through the Wilderness
- First Christmas (5)
- Joshua (7); Judges (6); Ruth (3)
- Crucifixion and Resurrection (9)
- Jonah (2); Favorite Bible Stories 1 and 2 (10)
- The First Thanksgiving

### Music 62 songs

- Choruses, hymns of the faith, holiday songs, patriotic songs including:
  - 10 new hymns and songs; 8 new choruses

### Memory Work

- New passages (8) containing 54 verses
- Review verses (31)

### Doctrinal Truths 39 questions/answers

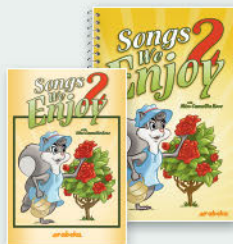
- Increase Bible knowledge of basic doctrines: the Bible, God, sin, salvation, heaven, assurance of salvation

### Prayer Time

- Learn to pray with thanksgiving for each other, our nation, those in authority over us



## Music



The traditional, patriotic, holiday, and fun selections in *Songs We Enjoy 2* have delighted children for many years. Enrichment ideas for teaching new songs and ideas for motions and props are included throughout the book. The sing-along CD makes song time enjoyable for the students and easy for the teacher.

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### Skills Development 68 songs

- Define 32 unfamiliar words in the lyrics
- Exercise creativity by acting out songs with props
- Improve coordination by tapping or clapping with leader to steady beat
- Learn to:
  - Follow a song leader while staying together with class or CD
  - Sing in a round while staying together with group and staying on pitch

- Discover historical information contributing to songs origin
- Reinforce Bible stories through fun Bible songs
- Benefit from fun activities that spark and keep interest:
  - Play acting; singing in a round; answering riddles
  - Humming; enunciating silly words; echo singing; drumming sounds
  - Using dynamic contrast

### Variety of Songs to Memorize

- Fun, folk, holiday, spirituals and gospel, patriotic

## Arts & Crafts



*Art Projects 2* is a full-color book designed to expand each student's creativity and imagination. The month-by-month seasonal, patriotic, academic, and keepsake projects teach students not only to appreciate the beauty of art but also to express themselves in a way that is pure, lovely, and of good report. Studying the color wheel helps students build a foundational understanding of art concepts and techniques, while exploring the new medium of chalk. Includes glossary of Art terminology.

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### Arts and Crafts 38 projects

#### Concept and Technique Development

- Media and Art Types
  - Crayon, paper, pencil, glitter, painting, glow-in-the-dark painting, fibers and mixed media, chalk, marker, colored pencils, felt
  - Illustrating: color wheel, story, song, Scripture, poem, historical culture/story, measures, temperature, constellations
  - Cutting from template, cutting out centers, creative cutting, poking, fringe cutting, cutting strips, layered cutting
  - Tracing, drawing, drawing step-by-step, geometric shapes, outlining, overlay, directional coloring, stippling, shading, folding, detailing, animated expressions, coloring skin, coloring from observing photo, texturizing, hatching, cross-hatching, ruler rubbing, printing/stamping, blotting, dabbing/sponging, fork rocking, dragging, pressing, drawing using symmetry
  - Mosaic, landscape, collage, embossing, weaving, lacing, salt painting, glue color channel, architecture: bridge types, snowscape, monoprint, agamograph, monogram, creating musical instrument, ink transfer, master copy
  - using loose grip, swab rubbing, using side of chalk to shade, side and pressure strokes, lengthwise stroke
  - curved, swirled, looped, broken (dashed, dotted) lines, drooping lines

- Color
  - Color wheel; primary, secondary, intermediate colors; color mixing visually
  - Primary, secondary, intermediate color mixing, color coding
  - Color family, tints, shades
  - Complementary colors, analogous colors, neutral colors, monochromatic colors, warm and cool colors
  - Color scheme: fall, Christmas, patriotic, sunset, masculine
  - Varying pressure for light/dark colors
  - Overlay, blending, swab blending, swab rubbing, blending: skin, hair, eyes, lips
  - Observing color moods: exciting, peaceful, playful, serious; observing colors in nature
  - Moods: joyful, happy, sad, peaceful, fearful-color symbolism
- 3D Forms
  - Movable parts, turning parts, paper sculpture, 3D crafting, structures, kirigami, template
  - Using geometric shapes to create objects, 5-sided box shaping, 6-sided box shaping, cone shaping, cylinder shaping, layering
  - Paper curling, paper rounding, chenille stem curling, twisting, tissue paper twisting, scoring
  - Accordion fold, Z fold
  - Pop up art, boardgame and pieces
  - Raised surface, symmetry

## Arts & Crafts *cont.*

- Design
  - Template, using template for alignment, designing buildings, building with pattern; decorating with pattern, designing with geometric shapes, using geometric shapes to create animals; landscape
  - Observing pattern, details pattern/design/movement/balance/colors in nature, creating patterns, decorating, observing cake texture
  - Horizon; orientation: horizontal, vertical, diagonal; symmetry, double symmetry
  - Texture: wispy lines for fur, zig-zag lines for grass, curved/wiggly lines for bark and wood, cross-hatching for acorn cap; texture observation of variety: yarn, paper, button, organic, soft and fuzzy, woodgrain; crumpling for wrinkled texture, pulled cotton for wool, dabbing/sponging for spots
  - Composition, subject; spatial relationships, foreground, background; overlap; focal point, using odd-numbered items, varying sizes, balance, proportions, rule of thirds
  - Creating icons; using stylus, using a key; alignment, creating a monogram
  - Line direction: diagonal, horizontal; swirled lines, observing line moods: exciting, peaceful, playful, serious, using varied line types, using line to create exciting, joyful, happy, sad, peaceful, fearful moods, jagged lines for rock, wavy lines for wavy hair, short, curved lines/wiggly lines for curly hair, circular lines for fleece
- Value/Contrast
  - Value; value: making tint with white, varying pressure for light/dark, silhouette
  - Shading, shades, highlight, core shadow, cast shadow, contrast, contrast in size/value/color
- Appreciation and Creative Expression:
  - Creating familiar items from memory; creating from experience, imagination: detailing, self-observation detailing, practicing and experimenting; collaborating a display, creating an exhibit, giving projects as gifts, practice & create animated expressions, self-critique, brainstorm, creative design, creatively solving problems
  - Making choices/making choices from experience
  - Appreciation: God's design (leaves), (constellations), (human anatomy), (Northern Lights), (bridges and architecture); fine art: historical & cultural (Brian Jekel's *Thanksgiving Feast*); textures, mosaic tiles, quilt block; creative expression; sculpture (Iwo Jima Memorial)
- Skills Development
  - Cutting, gluing, coloring, folding
  - Directed drawings, painting, paper modeling
  - 3D crafting and folding, incorporating moving parts
- Concept Development
  - 3D Papercrafting:
    - Bag shaping, kirigami, paper curling, paper sculpture, fringe, accordion fold, 5-sided box shaping
  - Art Types:
    - Embossing, wearing, mosaic, ink transfer, pop-up art, architecture, salt painting, glue color channel, pinprick, monoprint, agamograph, collage
  - Color Theory:
    - Color wheel, primary, secondary, complementary, analogous, fall colors
      - Intermediate, neutral, monochromatic, Christmas, warm/cool, patriotic, sunset, masculine colors
      - Color family and tints, color schemes
      - Mood—exciting, peaceful, playful, serious, joyful, happy, sad, fearful
- Color Mixing/Blending
- Design:
  - Collaborating a display, pattern, design, alignment, monogram
- Drawing
  - Symmetry, double symmetry, using a stylus, illustration, animated expressions, icons, tracing, step-by-step drawing
- Chalking:
  - Swab rubbing, swab blending, chalk blending
- Geometric Shapes:
  - Using geometric shapes to form objects, drawing from geometric shapes, forming paper into geometric shapes, using geometric shapes to form animals, forming paper into cylinder
- Composition:
  - Horizon, horizontal and vertical orientation, spatial relationship, foreground, background, overlap, subject, diagonal, landscape, snowscape, using odd-numbered items, focal point, proportions, balance, balance from nature, rule of thirds
- Self-Expression:
  - Creating familiar items from memory, detailing, drawing from experience, using imagination
- Value/Contrast:
  - Varying pressure for light/dark, contrast, value, shading, silhouette
- Miscellaneous
  - Brainstorm, critique, experiment, fractions, color coding, key, displaying and exhibit
- Increase listening skills through following step-by-step instructions to complete more difficult projects
- Projects include these themes:
  - Animal, seasonal, holiday, scriptural, historical, cultural, subject matter correlation, songs
- Technique Development
  - Coloring
    - Overlay, varying pressure for light/dark values, directional coloring, outlining, shading, highlight, core and cast shadow, stippling, coloring from observing a photograph
  - Chalking:
    - Swab rubbing, swab blending, shading with side of chalk stick, side stroke, pressure side stroke, chalk rubbing, chalk blending
  - Cutting:
    - Cutting fringe, layered cutting
  - Drawing:
    - Wispy lines for fur texture, zig-zag lines for grass texture, curved, wiggly lines for bark texture, cross-hatching for acorn cap, diagonal lines, swirled lines, looping lines, broken lines, jagged lines, drooping lines
  - Modeling:
    - Using a template, paper modeling, chenille stem curling, twisting, accordion fold, modeling
  - Painting:
    - Painting with analogous colors, using glow-in-the-dark paint, salt painting, swirl lines, loose grip, creative design, stamping
  - Texture:
    - Wispy lines for fur texture, zig-zag lines for grass texture, curved, wiggly lines for bark texture, visual woodgrain texture, cross-hatching for acorn cap, crumpling paper for wrinkled texture, soft texture, hair texture, shaping with cotton