

Crafted for
K-2nd



- ILLUMINATION LEARNING -

My World & Me

Homeschool Curriculum Guide



**This homeschool curriculum guide is built for grades
K - 2nd and is not intended as a three year guide.**

Writing & Development by:
Jennifer Hock
Illumination Learning
Website: illumination-learning.com
Instagram: [illumination_learning](https://www.instagram.com/illumination_learning)

Design & Layout by:
Nikolia Nicholas
Zachary Nicholas

“ The parents must have the
hope that He Who gave
them this treasure under
their watch as a vessel of
grace might furnish them
also with sufficient means
to preserve him. ”

- ST. THEOPHAN, RAISING THEM RIGHT

TABLE OF CONTENTS

05	Year at a Glance Homeschooling Goals for the: Year, Month, Week	24	Foundations and Connections
11	Methodology Themed vs. Orthodox Homeschooling Worship, Teaching, Praxis	26	Understanding the Basics of Foundational Skills Motor Skills Sensory Skills
15	Learning Styles Auditory - Sequential Learners Visual - Spatial Learners	31	Establishing Foundations: Week One Routine, Life Skills, Manners, and Safety
20	Daily Schedule or Rhythm Timed Schedule Sequence of Events	38	Foundations: Resources and Recommendations
22	Family Dynamics of Homeschooling Tips One-on-one time Groups Family	41	Connections: Weekly Sub-Themes Goals Resources



YEAR AT A GLANCE

What are your goals?

Yearly Goals:

The intention is to work on these regularly for the entire year. These are developmental goals that become stronger with practice and eventually become part of your child's foundation.

Monthly Goals:

These are the themes for each month's lessons. They are built off of your child's foundation and place what they are learning in context to the world.

Weekly Goals:

These are the sub-themes for each month guiding you with goals, learning opportunities, and resources for your child.

"Saturday evening is the beginning of Sunday and should be liturgically sanctified just as much as Sunday morning."

- FR. ALEXANDER SCHMEMANN, LITURGY AND LIFE

GOALS FOR THE YEAR

- 1 Attend Saturday night vespers
- 2 Learn "O Gladsome Light" (agesinitiatives.com)
- 3 Attend Sunday Liturgies
- 4 Learn "Holy God, Holy Mighty, Holy Immortal have mercy on us" (agesinitiatives.com)
- 5 Achieve developmentally appropriate goals in reading, writing, math, and motor skills

THEMES FOR EACH MONTH

- AUG BUILD LIFE AND HOMESCHOOL SKILLS
- SEPT CREATION
- OCT ABOUT ME
- NOV MY HOME
- DEC CARING FOR OTHERS
- JAN CARING FOR SELF
- FEB CARING FOR ENVIRONMENT
- MAR OUR JOURNEY FROM LENT TO PASCHA
- APR OUR WEATHER
- MAY OUR ECOSYSTEM

WEEKLY SUB-THEMES: FALL

AUG

WEEK 1	Building a Foundation for the School Year: Establishing a routine, life skills, manners, and safety
--------	---

SEPT

WEEK 2	Calendar Skills, Namedays, Birthdays
WEEK 3	Four Seasons, Apples, Saint Euphrosynos
WEEK 4	Elevation of the Holy Cross, St. Helen, Basil
WEEK 5	Story of Creation in Genesis, Called to be Saints
WEEK 6	The Magician’s Nephew

OCT

WEEK 7	40 Day Blessings and Baptism
WEEK 8	I am an Orthodox Christian
WEEK 9	My Family
WEEK 10	Show n’ Tell About Me

NOV

WEEK 11	Presidents of the United States
WEEK 12	My Street, City, State, Country, Continent, Hemisphere, & Planet
WEEK 13	Maps and Measurements

WEEKLY SUB-THEMES: WINTER

NOV

WEEK 14	Thanksgiving Break (No School)
WEEK 15	Saint Nicholas and Saint Basil

DEC

WEEK 16	Gifts: Making Gifts & Giving Like the Saints
WEEK 17	Gifts: The Post Office and Mailing Gifts
WEEK 18	Germ, Immune System, Hygiene Skills
WEEK 19	Christmas Break (No School)

JAN

WEEK 20	Nursing Skills: Caring for Family When They Are Sick
WEEK 21	My Body - 5 Senses
WEEK 22	My Body - Skeletal and Nervous System
WEEK 23	My Body - Digestive and Respiratory System

FEB

WEEK 24	Where does our garbage go?
WEEK 25	Reduce, Reuse, & Recycle
WEEK 26	Solar & Wind Energy
WEEK 27	Decomposers

WEEKLY SUB-THEMES: SPRING

MAR

WEEK 28	Bible Stories
WEEK 29	Fasting
WEEK 30	Cooking Lessons
WEEK 31	A Gift to God
WEEK 32	Basic Weather and Weather Chart

APR

WEEK 33	Clouds
WEEK 34	Thunderstorms and Hurricanes
WEEK 35	Blizzards and Sand Storms
WEEK 36	Holy Week (No School)

MAY

WEEK 37	Nature Study - My Yard
WEEK 38	Nature Study - My Neighborhood
WEEK 39	Nature Study - State Parks
WEEK 40	Geology

ORTHODOX THEMED CURRICULUM VS. ORTHODOX HOMESCHOOLING

An Orthodox themed curriculum for homeschooling families takes on the appearance of a method. Stories would be about children attending services or lending a helping hand to their neighbor. Math word problems would ask, “There are 16 lit candles in the narthex. Your family lights 7 more candles. How many candles are now lit in the narthex?” Every element of an Orthodox themed curriculum would be laced with an “Orthodox style.” On the surface, there is a certain appeal to this type of curriculum, but at the heart of the matter, this does not teach our children about their faith.

Orthodox homeschooling is about living our faith and making the connection that every single aspect of everything we do points to our Creator. We cannot compartmentalize our faith into a subject category. Our children do not learn about fasting by reading a story about it or diligently writing a quote from a saint with their best handwriting. They learn to fast by fasting. They learn in an experiential, formational way. It’s easy to teach someone the “rules” of fasting. It’s much more difficult to teach them about fasting through the example of humility, deep love for one another, prayer, self control, and an unquenchable desire to seek God. It is through this living example that a spark ignites inside someone else as they struggle and strive to fast as well.

“We cannot teach what we do not practice ourselves.”

- FR. ALEXANDER SCHMEMANN, LITURGY AND LIFE

WORSHIP, TEACHING, PRAXIS

Dr. Constance Tarasar was the Executive Secretary of the Orthodox Christian Education Commission (OCEC), taught religious education classes at St. Vladimir's Seminary, and was the Director of the Department of Religious Education for the OCA. Her doctoral dissertation was "A Process Model for the Design of Curriculum for Orthodox Christian Religious Education" and explains the following:

"Curriculum in religious education must encompass more than the schooling context if it is to fulfill its aim of integrating persons into the life of the Church. Three contexts have been identified as centers of focus for intentional religious education: the church (worship), the school (formal teaching), and the family/community (praxis). It is the interrelationship and integration of education in these three contexts that leads to wholeness."

- CONSTANCE TARASAR

She worked closely with Sophie Koulomzin who was a religious education professor at St. Vladimir's Seminary and Fr. Alexander Schmemman who was a professor and later the Dean of St. Vladimir's Seminary. The three of them diligently worked towards defining and creating resources for our parish church schools. Their works are pivotal in the development of my teaching methodologies and this curriculum.

Worship

Attending Services -

Goals for attending services this school year:

Saturday vespers and Sunday liturgies

Teaching

Working towards achieving developmentally appropriate goals (foundation skills) and learning within the context of monthly themes (connections)

Praxis

Incorporating our faith into our daily life



WHY DO LEARNING STYLES MATTER?

We typically lean towards a certain preference
of thinking in either words or pictures:

Auditory-sequential

(verbal or language based thinking)

Visual-spatial

(non-verbal or thinking in pictures)

AUDITORY-SEQUENTIAL LEARNERS

Auditory-sequential learners think primarily in words.



They learn best from audio, video clips, writing, and conversations. They thrive by organizing, system building, working through the small details, and making lists on paper.

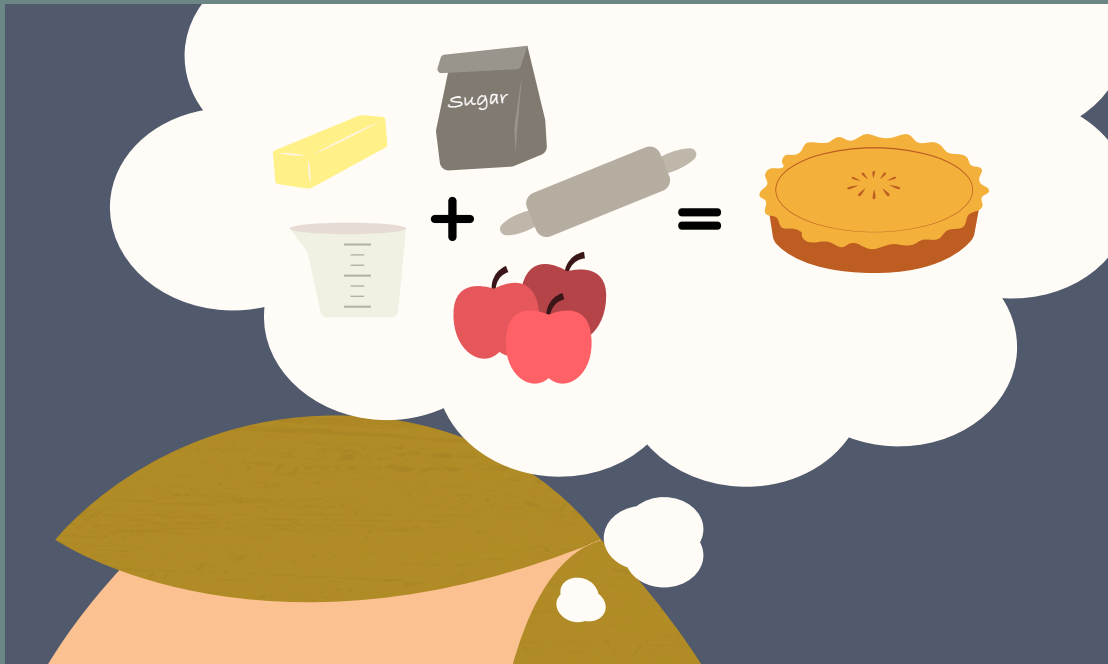
Parents who are auditory-sequential learners tend to plan their upcoming homeschool year by seeking all-in-one, boxed curriculum for their children. They typically use the following homeschool methodologies:

- | | |
|--------------------------------|-----------------|
| Logical Sequencing and Tactile | Classical |
| Traditional Classroom | Charlotte Mason |
| Textbook | |

Many auditory-sequential learners can get stuck in the small details or processes, and so it can be a challenge to move their attention from one topic to another.

VISUAL-SPATIAL LEARNERS

Visual-spatial learners think primarily in pictures.



They learn best from graphics, charts, maps, colors and diagrams. They thrive through learning holistically, seeing the “big picture”, and grasping large concepts.

Parents who are visual-spatial learners tend to plan their upcoming homeschool year by seeking out themes, projects, and visual ideas for their children. They typically use the following homeschool methodologies:

- | | |
|---------------------------|----------|
| Art and Hands-on Approach | Eclectic |
| Montessori | Waldorf |
| Unit Studies | |

Many dyslexics are visual-spatial thinkers. They are oftentimes considered late bloomers when using a traditional classroom approach to reading, writing, and math.

LEARNING TYPES AT A GLANCE

AUDITORY-SEQUENTIAL LEARNERS EXCEL WITH:

- written & oral language
- learning a new language from a book or audio recording
- technical writing
- algebra, calculus, trigonometry
- music and auditory expression
- physics, chemistry
- giving directions to a destination using street names
- Attending to the details but may get "lost in the sauce"

VISUAL-SPATIAL LEARNERS EXCEL WITH:

- documentaries & hands-on projects
- learning another language in an immersion program
- creative writing
- geometry, statistics
- artistic and visual expression
- biology, botany, geology
- giving directions to a destination using landmarks
- Seeing the big picture and may miss the details

ADDITIONAL RESOURCES

Two great resources to learn more about audio-sequential learners and how to teach them are:

- "Multiple Intelligences" by Howard Gardner
- What is an auditory learner:
<https://www.time4learning.com/learning-styles/auditory-aural.html#characteristics>

Two great resources to learn more about visual-spatial learners and how to teach them are:

- "The Gift of Dyslexia" by Ronald David
- What is a Visual-Spatial Learner?
<http://www.visualspatial.org>

There is some debate amongst professionals whether learning styles exist or not. There is more than one way of processing information, so clearly they exist on some level. A simple question will reveal this is true. Ask your family and friends, "Do you think mainly in pictures or through conversations in your mind?"

This is not to say that we cannot think both in pictures and words. The point is that we tend to favor one over the other. To demonstrate this point, it is rare that a person can write with either of their hands in an equally skillful manner. We tend to favor either our right or left hand for our precision work. The same tends to be true with our hearing, eyesight, and how we think as well. We don't use one hand, ear, eye, or side of our brain to the exclusion of the other. Rather, we tend to have one that works a little more meticulously than the other.

The pertinent question here is: Should we direct our teaching methods towards each person's preferred way of thinking or not? No, we shouldn't. Why did I share all of this information with you about the different learning styles then? It's critically important to understand that there are different ways of processing information. When we teach only through lecturing, we will effectively teach some of our students but we will also inhibit optimal learning for some of our other students.

The key to teaching is to always include as many modes of sensory communication as possible - orally, visually (pictures and written word), hands-on, etc. When we do this, we not only effectively teach each child within their own learning strengths, but we also encourage our children to strengthen their weaker modes of processing too. Understanding that there are different ways of thinking, allows us to adjust our default teaching methods to meet a child's needs when they process differently than our own.

DAILY SCHEDULE: *How to create a rhythm*

HOW DO I CHOOSE A WAY TO STRUCTURE OUR DAILY SCHEDULE?

THERE ARE A FEW OF WAYS TO GO ABOUT THIS:

- You assign specific time blocks for each subject/task.
- You assign a sequence of subjects/tasks. The rhythm or order of these assigned tasks is visually displayed (written and/or by pictures) but without any time blocks.
- You assign the subjects/tasks that need to be completed that day and let your child choose which order they will do them, with the understanding that they have to completed that day

TIME BLOCKS FOR EACH SUBJECT/TASK:

The advantage of this method is that there is a clear expectation and goal of when each subject/task will be started and completed that day. The disadvantage is that it does not easily accommodate for any hiccup in your day, including a child needing extra or less time on a task.

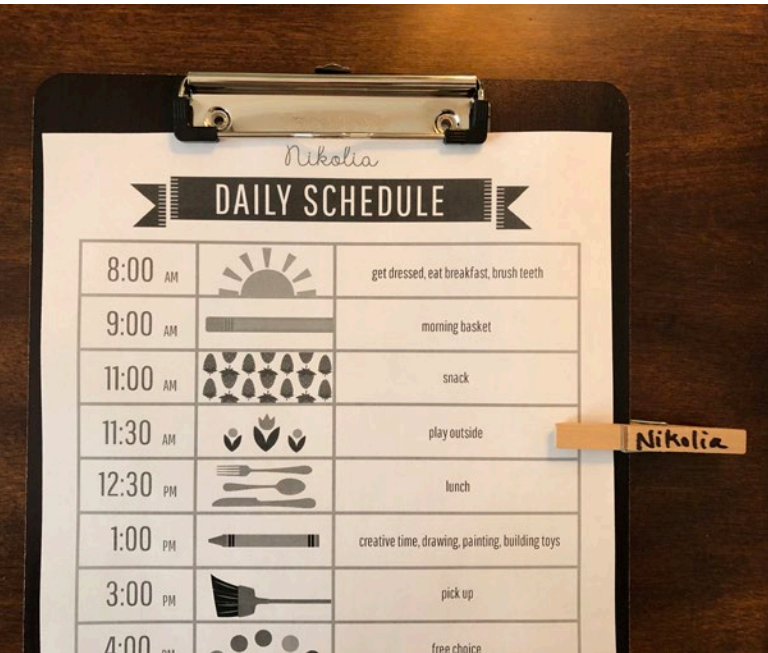
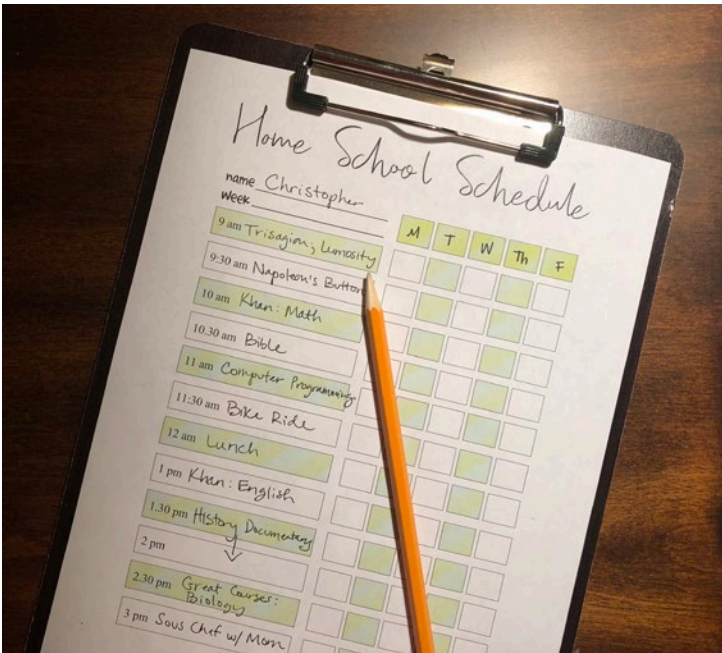
SEQUENCE OF SUBJECTS/TASKS FOR THE DAY:

The advantage of this method is that it is highly flexible to the needs of your family - doctor appointments, need to change a diaper, or having multiple children working at their own pace while still completing the same assigned subjects/tasks. The disadvantage is that children who struggle with transitioning from one task to another may move on to the next one too quickly or too slowly.

CHILD CHOOSES THE ORDER IN WHICH THEY WILL DO THEIR SUBJECT/TASK:

The advantage of this method is that it cultivates self discipline and independence to complete tasks without being told what to do next. The disadvantage is that this is a skill set predominantly for older children.

TIME BLOCKED SCHEDULE



SEQUENCE OF TASKS SCHEDULE



FAMILY DYNAMICS OF HOMESCHOOLING

WITH BABIES & TODDLERS

As much as we try, inevitably things happen that require stopping what we're doing and tending to the situation at hand - diaper explosion, tired meltdown, need to feed baby/toddler, tantrum, fell and got a bump or scrape - it's going to happen.

WAITING FOR MOM ACTIVITIES

If I was in the middle of working with a child and another child immediately needed me, I taught my kids that there were a few things they could do while they waited for me: read a book, continue working on an unfinished project/handcraft, or watch certain pre-approved educational shows.

MOMMY'S TOYS

I have three distinct age groups with my kids. Our daughter was eleven when we became foster parents and took in five boys under the age of five. I quickly had to find a way to juggle homeschooling a child in middle school alongside of toddlers and pre-school aged children. I spent a great deal of time with trial and error trying to figure out how to work with my daughter without the boys interrupting us every other minute.

"Mommy's Toys" ended up being what worked best for us. These were special toys that were used exclusively for when I needed to give school instruction to my daughter. When I was done working with her, I told the boys that they had two more minutes to play and then I put the toys up high for the next time I needed them. I explained to them that these were my toys but I would share them during school time. The toys stayed exciting and interesting for longer and allowed me to accomplish some things during the day. I used this same method again when we had another large age gap between my third group of children many years later.

Examples of the toys I used are:

Play dough, preschool puzzles, toy cash register, Magnatiles, items for a toy kitchen or restaurant, sensory toys like a squishy ball or weighted bean bags, bubble wrap, and washable markers to draw on large boxes.

HOW DO YOU TEACH MULTIPLE AGE GROUPS?

Individual Teaching Time: Use this time for working on developmental progression (foundation skills) for each of your children.

For example - learning to read, learning a new math concept, working on something your child is struggling to learn, & speech therapy homework

Close-in-Age Group Time: Cluster your similarly aged kids together for certain subjects and projects. You can tweak how much they need to complete or what they have to do based on their abilities, but they can all study the same topic.

For example - science experiments, documentaries/educational shows, thematic units, & card or board games

Family Projects: These are projects that include everyone in your family, but tasks are given to each child based on abilities.

For example - neighborhood and state park nature study, field trips, designing and building a play set in the backyard, study of natural dyes, gardening, cooking and baking

FOUNDATIONS

When I talk about building a foundation, I am referring to the basic truths, facts, and experiences we teach our children. This groundwork forms the structural stability for everything else our child will build off of it later. In reference to homeschooling, foundational skills are reading, writing, math, religious beliefs & practices, as well as life, motor, and sensory skills. These are presented at the appropriate developmental level of each child. As a homeschooling parent, most of my individualized instruction with each of my children will occur when I'm working with them within one of these areas.

I try to prioritize foundation work first in the day.

"If we start with a task that children have no stamina for or lack the ability to do, they are not only doomed to frustration and failure, but why would they ever return to that activity on their own? When children begin anything of importance, they deserve to have a teacher who will lay the foundation for success, support them, cheer them on, and help them succeed."

- GAIL BOUSHEY & JOAN MOSER, THE DAILY FIVE

"Orthodox life is a seamless garment, every aspect is connected to every other aspect."

- SISTER MAGDALEN

CONNECTIONS

Connections are lessons, activities, projects, research, and unit studies that can be done individually, with siblings who are close-in-age, or as a family. This learning opportunity is placed within the context of each child's foundational knowledge and connects to all facets of life, especially to our Creator. In reference to this guide, connections are the monthly themes and sub-themes we will be doing with our kids.

I tend to do our connections in the afternoon as something to look forward to and also to allow more leisurely time for them to work on it.

MOTOR SKILLS

Motor skills are motions carried out when the brain, nervous system, and muscles work together. They are often grouped into two categories: fine and gross motor skills.

Motor skills are essential in a child's development and will affect their day to day life, including school work, if they are delayed. Do not underestimate their importance and how much your child is learning when it looks like they are "just playing."

FINE MOTOR SKILLS

Fine motor skills are small movements, such as picking up a piece of cereal off of a high chair tray or holding a pencil, that use the small muscles of the fingers, toes, wrists, lips, or tongue.

Examples of fine motor skills to practice:

Remember: guide them how to do these tasks, but don't do it for them

- Scooping cookie dough and putting it on a baking sheet
- Taking apart legos (Don't let them use their teeth!)
- Using a fork, spoon, knife, or chop sticks
- Making the sign of the cross before and after a prayer
- Drawing, coloring, painting (watercolor, acrylic, finger painting)
- Putting peanut butter, jelly, or butter on a piece of bread/toast
- Snaps, buttons, zippers, or clasps on clothing

- Putting a straw into a juice box
- Folding clothes
- Blowing bubbles
- Opening pistachio shells
- Cracking a raw egg open
- Peel a hard boiled egg
- Game: "Perfection"
- Game: "Uno" or other card game - especially when they are holding their fanned out cards in one hand

GROSS MOTOR SKILLS

Gross motor skills are bigger movements, such as rolling over or kicking a soccer ball, that use the large muscles in the arms, legs, and torso.

Examples of gross motor skills to practice:

- Playing on a playground set
- Riding a scooter or bike
- Playing a sport involving a ball
- Swimming
- Gymnastics
- Hiking
- Climbing a tree
- Roller skating
- Skipping
- Jump Rope
- Running



SENSORY SYSTEM

Our children process the world around them through their senses: sight, sound, smell, taste, and touch.

They will also process their world using these less well known senses:

- Vestibular system - which detects motion and gravity. It is used to maintain balance and orientation.
- Proprioceptive system - which is the body's ability to sense location, movements, and actions. This allows us to do things without thinking about it or looking at what we're doing, such as being able to touch our nose with our eyes closed.
- Interoceptive system - which is the sense of knowing what is going on inside our body. This includes things such as feeling: hunger, thirst, tired, pain, and needing to use the bathroom.

There are two things to keep in mind with our children's sensory system:

- It is essential to incorporate as many of our children's senses as possible when teaching them. Think about the Divine Liturgy, which is a teaching service. We are fully engaged in the service with all of our senses. We see the priest moving around and the icons on the walls. We hear the prayers and the jingle of the bells on the censer. We smell the incense drifting to heaven and the candles burning all around us. We kiss icons and make the sign of the cross with our fingers. We taste Holy Communion and sometimes kolyva too. All of this is processed through our senses.
- As Orthodox Christians, we realize that there is a necessity to learn and use self control with our senses, but there is also a developmental necessity to have our children experience the world through the use all of their senses. This is one of those moments when we strive to find that balance between not over indulging their senses and not under utilizing them either.





WEEK ONE

Routine, Life Skills, Manners, and Safety

- Foundational Skills
- Morning Routine
- Prayer
- Chores
- Sharing
- Taking Turns
- Manners & Respect
- Safety Lessons
- Evening Routine

WEEK 1: Routine, Life Skills, Manners, & Safety

Understanding the Basics of Foundational Skills

A routine establishes day to day structure and with it there is a certain sense of stability for all children because they have a general idea of what to expect next. This is especially true for a child with special needs, a child joining your home from foster care, or a child being adopted.

Whenever possible, try to find a balance between flexibility and structure when it comes to your routine. There will be situations that throw off your normal daily rhythm, but structuring your day to allow for those bumps makes them less invasive. This can be done by creating your schedule to fit your situation, instead of trying to make your situation fit the schedule.

For the first week of school, you're going to work on establishing your homeschool routine, some life skills, basic manners, and safety reminders before beginning your formal lessons the following week. If any of these are already well established with your child, then you don't need to worry about working on them. If there are skills that are not listed here that your child needs to learn, please include working on them during this prep week.

You play a huge role in establishing this routine and atmosphere for your family. The time you invest in this will not only provide a tremendous benefit for the rest of this school year, but also for every year after this one. Grab your cup of coffee or tea, find the most comfortable spot you can in the needed location, and get ready to conduct the "Establishing Our Homeschool Rhythm, Respecting One Another, and Safety Symphony."

ESTABLISH A MORNING ROUTINE

Wake-up :

How is your child going to wake up for school?
With an alarm clock? On their own? By parent?

- Get dressed
- Brush teeth and hair
- Go potty
- Make your bed (optional)
- Eat breakfast

DEVELOPING LIFE SKILLS

Prayer :

- Prayer before each meal: Lord's Prayer or your family's already established meal prayer
- Morning prayer after breakfast: "Holy God, Holy Mighty, Holy Immortal have mercy on us"
- Evening prayer: "O Gladsome Light"

Chores :

Choose your own chores or from the list below for your child. The idea is to teach them responsibility on an age appropriate level, as well as the idea that we work together as a family to get stuff done.

- Fold your clean clothes
- Put away your clean clothes
- Pick up your bedroom floor
- Wash off the kitchen table
- Wash the bathroom counter and sink
- Change out the hand towel in the bathroom
- Put away the clean silverware in the dishwasher
- Set the table for dinner
- Feed pets or farm animals

Sharing :

Share a treat with others: Hand your child a bowl containing a treat with many items. It could be grapes, crackers, etc. Then ask your child to evenly divide it amongst everyone else in your family and pass it out.

Later in the week, purposely give your child a single treat that requires them to cut it into equal pieces in order to share it. For example, if you have 4 kids, provide only 1 cupcake. Ask your child, "How can you share this with everyone else?" After your child tells you it needs to be cut in four pieces, let them know that everyone else gets to choose their piece before he does. Those cupcakes will be amazingly equal.

Sharing one of their favorite toys with siblings: Encourage your child to choose a toy they have a hard time sharing and let one of their siblings play with it. Kids who have a hard time sharing toys tend to be afraid that their toy will be broken or never given back. Let them see that their sibling is playing with it nicely and returns it. (Use a timer, if necessary)

Taking Turns :

Sometimes it's hard taking turns. We want to do the things we choose and we don't always want to do what someone else wants to do. It's important to work on taking turns to learn how to wait, that we can't always have our way, as well as, learning to show respect for someone else's interests.

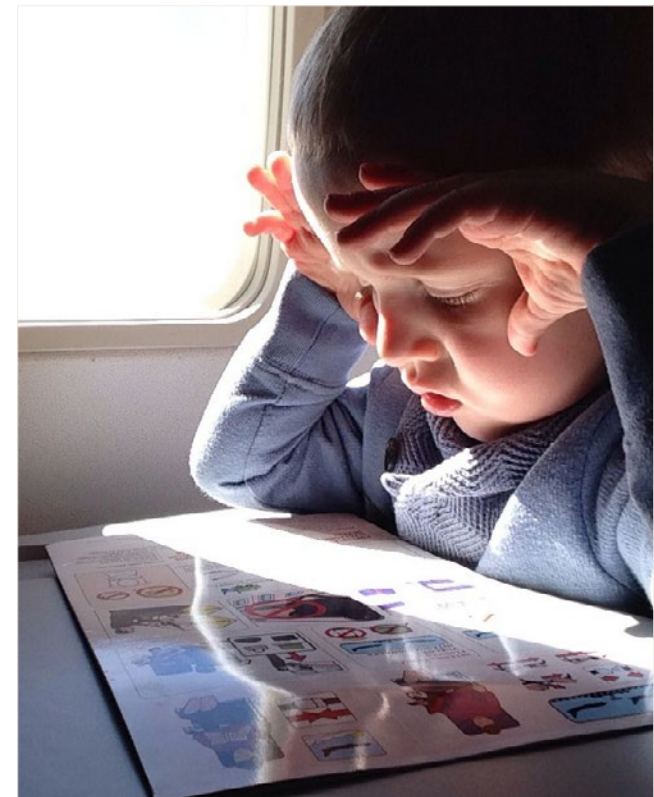
- Take turns choosing a card or board game (Uno, Gobblet, Concept Kids Animals, Blink)
- Take turns holding and using the tv remote
- Take turns for who gets to use the computer first today
- Take turns who gets to choose the fruit at the store
- Take turns doing something with mom/dad

Manners & Respect:

- "Excuse me"
- "Please forgive me"
- Bring your dishes to the kitchen counter after you eat
- Hold open the door for others, especially when their hands are full
- Pick up after yourself
- Cover your mouth when you cough and sneeze
- Look at someone when they are talking to you

Safety Lessons:

- Fire safety <https://rdcrss.org/2DcaFVO>
- Natural Disaster Preparedness (Tornado, earthquake, flood, hurricane) <https://www.ready.gov/kids>
- Bath/Shower Temperature: How do we check to see if it's too hot before getting in?
- Internet safety: What do you want your child to know about being safe on the Internet?
- Scissors: How do we safely use them?
- Pencils: How do we sharpen them?



ESTABLISH A BEDTIME ROUTINE

- Shower/bath (How often?)
- Brush teeth
- Pajamas on
- Put dirty clothes in the hamper
- Go potty
- Story (optional)
- Prayers
- Bedtime

I was talking with a dad at an Orthodox conference and marveled at a story he told me. He shared with me that at bedtime he lights a candle and chooses a picture book about a saint. Then he walks to each child’s room and reads them the story. He never has to call to them because the candle draws his children to him.

*Potamitis Publishing, New Rome Press, St. Vladimir’s Seminary Press, and Ancient Faith Publishing have children’s books about saints.

WEEK 1: Checklist

	M	T	W	TH	F
MORNING ROUTINE					
PRAYERS					
CHORES					
SHARING					
TAKING TURNS					
MANNERS AND RESPECT					
SAFETY LESSON					
BEDTIME ROUTINE					

FOUNDATIONS RESOURCES AND RECOMMENDATIONS

Aside from praying at the specified times below, I will choose one task from each category to do with my child daily. I choose small and manageable daily tasks that will move my child forward in progression.

Prayer:

- Before every meal: Lord’s Prayer or already established family meal prayer
- Before starting school work: “Holy God, Holy Mighty, Holy Immortal have mercy on us” (3x) First say it and then later when they know it by heart, learn to sing it. Sheet music and audio available at <https://www.agesinitiatives.com>
- Before bedtime (Already established family bedtime prayers + learn “O Gladsome Light”) Sheet music and audio available at <https://www.agesinitiatives.com>

Reading:

- Hooked on Phonics or preferred reading program of your choice
- Netflix or YouTube: “Alpha Blocks” for pre-readers
- Beginning reader books from our home shelves or the library
- PBS Kids: “Word World” (Great for visual-spatial kids!)

Spelling: (1 - 2 words per day)

- Full name
- Siblings’ names
- Simple, sound-out-able words (draw a picture of the nouns and verbs for visual-spatial learners next to the written word)

FOUNDATIONS RESOURCES AND RECOMMENDATIONS

- Words they ask you how to spell
- Words you notice they misspelled

Writing:

Use developmentally appropriate lined paper

- Practice writing capital and lower case letters and numbers (K-1st)
- Practice writing their name (K-1st)
- Write their spelling words (K-2nd)
- Write sentences for their spelling words (1st-2nd)
- Make their own books: Write and illustrate their story

Math:

- Math-U-See or preferred math program of your choice
- Netflix or YouTube: “Number Blocks” (Excellent show that teaches a wide array of simple and complex math concepts)
- Book: “Shapes in Math, Science, and Nature” by Catherine Sheldrick Ross and Bill Slavin
- Game: “Tiny Polka Dot” by Math for Love
- Game: “Clumsy Thief Junior” by Melon Rind

Sensory Input:

Engage multiple senses as often as possible in each of your lessons or while your child is playing (sight, sound, smell, touch, taste)

Morning Prayer

Holy God, Holy Mighty, Holy Immortal, have mercy on us.

Holy God, Holy Mighty, Holy Immortal, have mercy on us.

Holy God, Holy Mighty, Holy Immortal, have mercy on us.

Glory to the Father and the Son and the Holy Spirit.

Both now and forever and to the ages of ages. Amen.

Holy Immortal, have mercy on us.

Evening Prayer

O Gladsome light of the holy glory of the holy, blessed, heavenly, immortal Father, O Jesus Christ: arriving at the hour of sunset and having seen the evening light, we praise the Father, Son, and Holy Spirit, God. It is worthy for you to be praised at all times with happy voices, O Son of God and Giver of life; and therefore the world glorifies You.

WEEK 2: Calendar Skills, Birthdays, and Namedays

Goals:

- Learn how to read a calendar
- Learn months of the year & days of the week
- When are the birthdays in our family?
- When are the namedays in our family and who are our patron saints?

Learning Opportunities:

- Buy/make a homeschool calendar or use your already existing home calendar to assist teaching calendar skills. Start your school day by having your child update your homeschool calendar or tell you the month, day, and year on your home calendar
- Print a photo of each person in your family and have your child place a post-it note with the person's birthday on each photo. Optional for older kids: Ask your child to arrange the photos with birthdays in the correct time order. You can tape these photos near your calendar for future reference of who's birthday is up next.
- You can do the same activity for namedays as you did for birthdays. Who is each person's patron saint? When is each person's nameday? How do we celebrate namedays?
 1. We go to liturgy on our nameday.
 2. Read about the life of the saint and ask your children, "What can we do to be more like this saint?"

Resources:

- Website: Teaching Calendar Skills to Special Needs Kids <https://wehavekids.com/education/teaching-calendar-skills-to-special-needs-kids>
- YouTube: 12 Months of the Year Song (in English & Spanish) <https://youtu.be/AuTGqyZass8>
- YouTube: 7 Days of the Week Song <https://youtu.be/3tx0rvuXIRg>
- YouTube: 7 Days of the Week Song (Learn Sign Language) <https://youtu.be/UtZZ4TfKNqo>
- YouTube: God Grant You Many Years (Sung on Namedays) <https://youtu.be/RV97W6awEOI?t=5>

WEEK 3: *Four Seasons, Apples, and Saint Euphrosynos*

Goals:

- Learn about of the Four Seasons
- Learn about apples
- Learn about the life of Saint Euphrosynos. How can we live our life like Saint Euphrosynos? (We can pray while we do our chores & be kind to others.)

Learning Opportunities:

- Make something with your child using apples. K & 1st: Kitchen Helpers; 2nd: Ask them to read and follow the directions on the recipe as best as possible. Help them with hard words and with the stove or oven. This is an opportunity to teach your child about cooking measurements, temperature, time, and food safety.
- Take a field trip to an apple orchard

Resources:

- Book: The Reasons for Seasons by Gail Gibbons
- Book: Apples by Gail Gibbons
- Book: The Boy, the Kitchen, and His Cave by Catherine Contopoulos
- Website: Learn about apples <https://www.scienceforkidsclub.com/apples.html>
- YouTube: Let's Go to an Apple Orchard (Kindergarten & Younger) <https://youtu.be/vUoc7j73iK4>
- YouTube: The Life Cycle of an Apple <https://youtu.be/wgEcIDLSh9I>
- Unit Study: All About Apples <https://www.teacherspayteachers.com/Product/All-About-Apples-Science-for-Little-Learners-preschool-pre-k-kinder-4001183>
- Unit Study: Apples - A Research and Writing Project <https://www.teacherspayteachers.com/Product/Apples-A-Research-and-Writing-Project-PLUS-Centers-3062578>

WEEK 4: *Elevation of the Holy Cross, Saint Helen, and Basil*

Goals:

- Be able to explain to another person in your family the feast of the Elevation of the Holy Cross using an icon
- 2nd grade: When do we celebrate the feast of the Elevation of the Holy Cross?
- Learn about the life of Saint Helen
- What is basil? Why do we bring basil to church for the feast of the Elevation of the Holy Cross

Learning Opportunities:

- Where is Israel on a globe or world map? What continent is Israel located on? How far away is Israel from you?
- Buy some fresh basil at the grocery store: What does it look like? Does basil have a faint or strong smell? What does it taste like?
- Plant basil in your garden or in a pot in your yard in the spring. Then bring your basil to church on September 14th.

Resources:

- Website: Illumination Learning - Basil for the Feast Day of the Elevation of the Holy Cross Lesson <http://illumination-learning.com/main/wp-content/uploads/2018/01/Basil-Lesson.pdf>
- Website: Exaltation of the Holy Cross (Explanation of the icon) <https://www.goarch.org/exaltation>
- YouTube: A Video Tour Inside the Church of the Holy Sepulchre in Jerusalem <https://youtu.be/QyvavfIGyLs>
- YouTube: What to do with Fresh Basil - <https://youtu.be/YZJn1VgCXdw>
- Book: My Holy Queens and Princesses by Potamitis Publishing
- Website: Introduction to Herbs <https://theherbalacademy.com/introduction-herbs-kids/>

WEEK 5: *Story of Creation in Genesis, Called to Be Saints*

Goals:

- Be able to tell someone in your family about the story of Creation from Genesis or explain the icons of Creation to someone in your family
- Called to Be Saints: Read the beginning of Romans 1:7, 1 Corinthians 1:2, Ephesians 1:1, Philippians 1:1 - Saint Paul is writing letters to people and his greeting at the beginning of these letters lets us know that all of us have the potential to be saints.

Learning Opportunities:

- Inside our church: Our churches are designed to teach us and icons are purposefully positioned in certain tiers in the architecture. Christ will always be placed in the dome of the church. The Theotokos is placed with Christ high above the altar. You will have icons of saints all along the walls of the church and are referred to as the "Church Triumphant." This means that they lived in the world, just as we do now, fighting the good fight and were victorious. Standing in the church, we see each other. We are living icons and all have the potential of becoming saints if we choose to fight the good fight as well. We are referred to as the "Church Militant."

Resources:

- Bible: The Creation of Heaven and Earth (Genesis 1:1-2:3)
- Website: Illumination Learning - Patron Saints and Namedays <http://illumination-learning.com/main/2017/09/18/week-2-patron-saints-namedays/>
- PDF: Saints and their Animals <http://dce.o.ca.org/assets/files/resources/Saints-Animals.pdf>
- Website: Icons of Creation <https://store.ancientfaith.com/creation>
- Website: (For Parents) Orthodox Perspectives on Creation <https://www.goarch.org/-/orthodox-perspectives-on-creation>

WEEK 6: *The Magician's Nephew*

Goals:

- Read or listen to The Magician's Nephew by C.S. Lewis
- Draw a parallel between the creation of Narnia in the book and the story of Creation in the Bible

Learning Opportunities:

- K - 2nd grade: Draw scenes from the story such as the wood between the worlds
- 2nd grade: Write a book report about the story
- Invite friends over for a book party: Make foods and decorations relating to characters or scenes from the book

Resources:

- Book or audiobook: The Magician's Nephew by C.S. Lewis
- Website: Illumination Learning - Taking a Deeper Look at The Magician's Nephew <http://illumination-learning.com/main/2016/08/28/taking-a-deeper-look-at-the-magicians-nephew/>
- Website: Printable storyboard template <https://boords.com/storyboard-template#pdf-storyboard-templates>



- Website: 2nd Grade Story Structure Worksheets <https://www.teacherspayteachers.com/Product/2nd-Grade-Story-Structure-2783333>

WEEK 7: 40 Day Blessings and Baptism

Goals:

- What happened at my 40 day blessing?
- What happened when I was baptized?
- Draw a correlation between the Presentation of Christ to the Temple and 40 day blessings
- Draw a correlation between my baptism and Theophany

Learning Opportunities:

- Create a book of pictures from my 40 Day Blessing or Baptism
- Learn about the Feast of the Presentation of Christ into the Temple and Theophany and explain the icons to some one in your family
- Learn a hymn from each of the feast days

Resources:

- Book: The Story of You by Presvytera Angela Alatzakis
<https://theorthodoxchildrenspress.bigcartel.com/product/the-story-of-you>
- Book: My Forty Day Blessing Book by Christina Kyriacou
<https://www.orthodoxmarketplace.com/esss/product/my-forty-day-blessing-book>
- Book: The Life of Christ in Icons by Marina Paliaki (If you already have it or can find it)
- Website: Epiphany (Explanation of the feast and the icon) <https://www.goarch.org/epiphany>
- Website: Presentation of Christ to the Temple (Explanation of feast and the icon)
<https://www.goarch.org/en/presentation>

WEEK 8: I AM AN ORTHODOX CHRISTIAN

Goals:

- Learn 3 things that I believe as an Orthodox Christian
- What is the name of our parish?
- What is the name of our priest and deacon?

Learning Opportunities:

- Make a book: My parish (We go to church services), my priest/deacon, my family altar (We pray and live our faith at home in our little church), my saint, my parents (Teach me & my siblings about God)
- If you do not already have a family altar, set one up together. If you do, discuss what icons and items are on your family altar
- Visit a nearby Orthodox church while on vacation

Resources:

- Website: My Orthodox Family (Ages 4-6)
<http://dce.oca.org/focus/orthodox/4-6/> & (Ages 7-9) <http://dce.oca.org/focus/orthodox/7-9/>
- PDF: Love Thy Neighbor - Orthodox Christian Acts of Charity
<http://dce.oca.org/assets/files/mini-units/charity-appeal.pdf>
- Website: Potamitis Publishing <https://potamitis.us>
- Website: Illumination Learning <http://illumination-learning.com/main>
- Website: Orthodox Pebbles <https://orthodoxpebbles.com>

WEEK 9: *My Family*

Goals:

- Learn family relationships
- Learn more about your parents and grandparents
- Learn about your family's ethnic background: food, dress, music, art, etc.

Learning Opportunities:

- Create a family tree using photos of grandparents, parents, and siblings
- Family Historian: Write a story or record a video about one or more of your family members after interviewing to your parents or grandparents
- Did your family immigrate here from another country? If so, learn more about that country: food, art, music, clothing, famous places to visit, etc. Find books at the library to help you with your research.
- Make something you learned about in relation to your family's ethnic background
- Family Fun Night: Play a board game or create a movie theater in your living room (make tickets and snacks - then invite your family)

Resources:

- YouTube: Immigrants at Ellis Island <https://youtu.be/bDNKHWzQiz8>
- Website: Family Tree Projects for Kids <https://www.familytreemagazine.com/kids-genealogy/>
- Website: Countries <https://kids.nationalgeographic.com/explore/countries/>
- Website: All About My Family <https://www.teacherspayteachers.com/Product/All-About-My-Family-Unit-Worksheets-Family-Tree-Pack-3108378>

WEEK 10: *Show n' Tell About Me*

Goals:

- Share what you've learned about yourself over the past 3 weeks with someone else using words, pictures, objects, and/or items you made

Learning Opportunities:

- Invite family or friends over for a Show n' Tell party
- Text someone in your family photos or video of your Show n' Tell project

Resources:

- YouTube: How to Draw a Self Portrait for Kids <https://youtu.be/IRp3sBQ-NFU>



WEEK 11: *Presidents of the United States*

Goals:

- What does our president do?
- What is the name of our current president?
- Study about 3 U.S. presidents
- Name the presidents on our U.S. currency and the monetary value of each bill or coin



Learning Opportunities:

- Get books from your library about U.S. presidents
- Visit landmarks in Washington D.C.
- Visit Mt. Rushmore

Resources:

- YouTube: President of United States Job https://youtu.be/VR-5Pq_26YI
- YouTube: US Presidents Song for Kids <https://youtu.be/0JlhiwNpui0>
- Website: Social Studies YouTube Channels for Kids <https://kidworldcitizen.org/social-studies-youtube-channels/>
- Website: U.S. Presidents Biographies for Kids <https://kids.nationalgeographic.com/explore/history/us-presidents/>
- Website: Money Posters <https://www.teacherspayteachers.com/Product/Free-Money-Posters-146796>
- Website: Money Poems, Money Songs <https://teachmama.com/wp-content/uploads/2010/05/money-poems-money-songs-.pdf>

WEEK 12: *My Street, City, State, Country, Continent, Hemisphere, and Planet*

Goals:

- Learn your address - as much as possible for your age
- What country do you live in?
- What continent do you live on?
- What hemisphere do you live in? (Show on a globe)
- What planet do you live on?

Learning Opportunities:

- Learn mom and dad's cell phone number
- Put a city map on your wall and mark the places you've been to that are unique to your area as you go to them throughout the year - parks, non-chain restaurants, museums, where mom or dad work, where you go to church, etc.

Resources:

- YouTube: The USA Song <https://youtu.be/venhsOZoBSE>
- YouTube: Seven Continents Song <https://youtu.be/K6DSMZ8b3LE>
- Website: Me on the Map <https://www.teacherspayteachers.com/Product/Me-on-a-Map-1953702>
- Website: U.S. Worksheets for Kids <https://www.123homeschool4me.com/us-states-for-kids>
- Website: Planet Earth Unit (Includes worksheets for geography, map skills, & caring for our environment - all topics included in this curriculum guide) <https://www.teacherspayteachers.com/Product/Planet-Earth-Earth-Day-Activities-Using-Maps-and-Globes-Science-Reading-5153707>
- Website: All About Planet Earth <https://www.keepingmykiddobusy.com/blog/2020/1/8/all-about-planet-earth-free-activities>

WEEK 13: *Maps and Measurement*

Goals:

- Learn about maps
- Make a basic map of your home and/or yard
- Learn how to measure a room with a measuring tape
- Learn how to measure a piece of paper with a ruler

Learning Opportunities:

- Make a basic map of your home and/or yard using Magnatiles, Legos, drawing paper, graph paper, or with pattern blocks
- Make a treasure map and see if an older sibling or mom/dad can find the treasure using the map you made

Resources:

- YouTube: Kids Vocabulary - Map <https://youtu.be/lwBe7e8d74Y>
- Website: Measuring Activities for Kids <https://proudtobeprimary.com/measurement-activities/>
- Book: "Shapes in Math, Science, and Nature" by Catherine Sheldrick Ross and Bill Slavin
- Website: How to Make a Pirate Treasure Map <https://www.natgeokids.com/au/home-is-good/how-to-make-treasure-map/>
- Website: Build the United States https://www.etsy.com/listing/708355919/us-mapping-activity-build-the-united?ref=shop_home_active_6

WEEK 15: *Saint Nicholas and Saint Basil*

Goals:

- Learn about the life of Saint Nicholas
- Learn about the life of Saint Basil

Learning Opportunities:

- Write a book report about the life of each of the saints
- Write or tell a story about how Saint Nicholas or Saint Basil might help someone today
- Draw a picture about each saint
- Secretly try to help someone in your home by doing one of their chores, but don't let them catch you doing it: take out the trash, unload the dishwasher, unload the dryer
- Make vasilopita

Resources:

- Website: Saint Nicholas Center <https://www.stnicholascenter.org/who-is-st-nicholas>
- Book: Saint Nicholas and the Three Poor Girls by Potamitis Publishing
- Book: The Story of the Vasilopita by Potamitis Publishing
- Book: The Saint Nicholas Day Snow by Charlotte Riggle
- Book: Saint Nicholas and the Nine Gold Coins by Jim Forest
- Website: Icon Tutorials and Videos <https://www.ikonographics.net>

WEEK 14: THANKSGIVING BREAK (NO SCHOOL)

WEEK 16: Gifts: Making Gifts & Giving Like the Saints

Goals:

- Make gifts for family, godparents, friends, or the elderly at church
- Give secretly, quietly, and as generously, without hoping for a thank you
- Give to help others: financial help or emotional support

Learning Opportunities:

- Let your child help you choose groceries to give to someone who lost their job or to donate to a food pantry
- Are there any elderly parishioners at your parish who are shut-ins? (If not, you can visit with an older parishioner or grandparents) You can have your child help you make a dessert or picnic (packed) lunch to bring over to their house to eat while you visit with them. Let your child do as much of the work as possible. They will enjoy telling their elderly friend (or grandparent) all about it and find much joy in bringing it to them.
- Instead of giving gifts to your children this year for saints' feast days, guide them how to give to others (just like the saints) on these feast days.
- Make a book and draw/write a story inside the book to give to grandparents or godparents for Christmas this year

Resources:

- Website: How to Make Recycled Handmade Paper https://www.mommy-labs.com/creative-kids/art_craft_projects_kids/how-to-make-recycled-handmade-paper-inlaid-with-leaves-and-petals/
- YouTube: DIY Japanese Bookbinding Tutorial https://youtu.be/j-r6c_trSxY
- Website: How Can I Change My Child's Grasp? (OT therapy for pre-writing skills) <https://www.missjaimeot.com/2-magical-crayons-change-your-childs-grasp/>
- YouTube: 8 Awesome Drawing Tricks for Kids <https://youtu.be/vY49eNceLBo>

WEEK 17: Gifts: The Post Office & Mailing Gifts

Goals:

- Learn how the post office works
- Mail the gift you made last week to your grandparents or godparents

Learning Opportunities:

- K & 1st: Draw/write an informal note to include with your gift
- 2nd grade: Learn how to write an letter to include with your gift
- Create a mini post office in your home to encourage reading and writing. Put out a small mail box in your home and provide postcards, paper, envelopes, and stickers for stamps. Pick up the mail daily and have your child deliver it to the dresser or night stand in the intended recipient's bedroom.

Resources:

- Book: The Post Office Book - Mail and How It Moves by Gail Gibbons
- YouTube: Journey of a Letter (in England) <https://youtu.be/8pFd8DLcPIY>
- YouTube: Journey of a Letter (in Australia) <https://youtu.be/u09359eecQg>
- YouTube: Systems at Work (USPS) <https://youtu.be/WX16-52bHvg>
- YouTube: How to Address a Package (USPS) https://youtu.be/byCXBvkqp_Q
- Website: Pen Pals - Friendly Letter Writing <https://www.teacherspayteachers.com/Product/Pen-Pals-Friendly-Letter-Writing-273492>
- Website: Mail Carrier Dress-up <https://www.lakeshorelearning.com/products/dramatic-play/dress-up-role-play/mail-carrier-costume/p/LC801>

WEEK 18: Germs, Immune System, Hygiene Skills

Goals:

- Learn a basic understanding of germs and viruses
- How does our body fight off germs?
- How do we help prevent from getting sick?

Resources:

- Book: Premed Kids - Microbiology: Bacteria & Viruses by April Terrazas
- Book: Germs Make Me Sick by Melvin Berger
- Show: Magic School Bus - Season 1 Episode 3 (Netflix)
- Show: Storybots - Season 2: How do people catch a cold? (Netflix)
- Website: Washing My Hands <https://www.carsondellosa.com/fr00991--washing-my-hands-grades-pk-2-free-printable-fr00991/>
- Website: Blowing My Nose <https://www.carsondellosa.com/fr00987--blowing-my-nose-grades-pk-2-free-printable-fr00987/>
- YouTube: How to See Germs Spread Experiment <https://youtu.be/I5-dl74zxPg>
- Website: Glo Germ (for experiment) <http://www.glogerm.com/>
- Website: Functional Life Skills - Personal Care and Hygiene (For special needs & younger kids) <https://www.teacherspayteachers.com/Product/Functional-Life-Skills-Curriculum-Personal-Care-Hygiene-4677418>

WEEK 20: Nursing Skills: Caring for family when they are sick

Goals:

- What are some ways I can help when my mom or dad are sick?
- How do you take care of someone when they are sick?

Learning Opportunities:

- Practice Day: Assign members of your family with a cold, the flu, a headache, a sprained ankle, or other ailment to have throughout the week. (Not everyone on the same day) Teach your child what they can do for each of these and let them care for this family member for an hour or so. (Bring appropriate drinks, bring appropriate food to eat, place tissues and/or a trash can by their side, bring a cold compress, bring a blanket, the tv remote, etc.) Teach them about empathy and caring for those in need.



Resources:

- PDF: Saints Who Were Physicians and Healers <http://dce.oca.org/assets/files/resources/Saints-Physicians.pdf>
- Website: Nurse Dress-up <https://www.lakeshorelearning.com/products/dramatic-play/dress-up-role-play/nurse-costume/p/LC825>
- Book: Pascha at the Duckpond by Mother Melania (Charity the Church Mouse)

WEEK 19: CHRISTMAS BREAK (NO SCHOOL)

WEEK 21: *My Body - 5 Senses*

Goals:

- Be able to name the five senses
- Be able to give at least three examples of using each of your senses
- Be able to give at least one example of using each of your senses at church

Learning Opportunities:

- On your next drive to liturgy, ask your kids to pay close attention to the service. Let them know that you're going to ask them on the drive home to name something/someone they saw, smelled, heard, touched, and tasted.
- St. John Chrysostom referred to our homes as little churches. Why do you think he said that? Can you name someone/something that you see (icons & candles burning), smell (incense & prosphora baking), hear (prayers & reading stories of saints), touch (sign of the cross & kissing icons), and taste (andithoron from church & holy water) at home? Our little churches are a microcosm of the Church.

Resources:

- Book: My Five Senses by Aliko
- YouTube: (For Parents) Orthodox Christian Worship in Five Senses <https://youtu.be/ol60lsZWMNg>
- YouTube: (For Kids) The Five Senses <https://youtu.be/q1xNuU7gaAQ>
- Website: 5 Senses Flip Book <https://www.teacherspayteachers.com/Product/Five-Senses-Flip-Book-Five-Senses-Activities-Special-Education-Resource-3597734>

WEEK 22: *My Body - Skeletal and Nervous System*

Goals:

- Give a brief explanation of the skeletal system
- Give a brief explanation of the nervous system
- (Older kids) Be able to give a more in depth summary of the two systems

Learning Opportunities:

- Has anyone in your family ever broken a bone? What did they have to do to help it heal? How long did it take?
- Is anyone in your family sensitive to lights, sounds, noises, things that touch them, or foods? How can you help them become less sensitive to these things? (See an O.T.)

Resources:

- Book: Encyclopedia of Body by Miles Kelly (or equivalent from the library)
- Show: Magic School Bus - Season 2, Episode 2 (Netflix)
- Show: Magic School Bus Rides Again - Season 1, Episode 11
- Website: Magnetic Human Body Play Set <https://www.melissaanddoug.com/magnetic-human-body-play-set/3589.html>
- Website: Skeletal System Activities (2nd grade) <https://www.teacherspayteachers.com/Product/Skeletal-System-Activities-2476961>
- Website: The Human Body Interactive Notebook <https://www.teacherspayteachers.com/Product/The-Human-Body-Interactive-Notebook-Circulatory-Respiratory-Nervous-Systems-3523860>
- Website: (For Parents) What is a Sensory Processing? <https://www.missjaimeot.com/what-is-sensory-processing/>

WEEK 23: *My Body - Digestive and Respiratory System*

Goals:

- Give a brief explanation of the digestive system
- Give a brief explanation of the respiratory system
- (Older kids) Be able to give a more in depth summary of the two systems

Learning Opportunities:

- Drinking lots of water and eating plenty of vegetables helps to keep your digestive system healthy. How do you think water and vegetables help your digestive system?
- Have you ever found yourself breathing hard when you're playing or exercising? That's your respiratory system hard at work. What do you think is happening?

Resources:

- Book: Encyclopedia of Body by Miles Kelly (or equivalent from the library)
- Library: Check out books about the human body
- Website: Digestive System Fold and Learn <https://www.teacherspayteachers.com/Product/Digestive-System-fold-and-learn-1880094>
- Website: Respiratory System Fold and Learn <https://www.teacherspayteachers.com/Product/Respiratory-System-fold-and-learn-1999818>
- YouTube: Digestive System - Dr. Binocs Show <https://youtu.be/ZBZWgrfZFbU>
- YouTube: Respiratory System - Dr. Binocs Show <https://youtu.be/mOKmjYwfDGU>

WEEK 24: *Where does our garbage go?*

Goals:

- Develop an awareness of where our trash goes
- How does a landfill work?

Learning Opportunities:

- "Field Trip": Find your local landfill and drive by it with your kids. Is it small or huge?
- This week, have your child take out the trash and put the can on the curb for trash day. (You may need to help the younger kids)

Resources:

- Book: Where Does the Garbage Go? By Paul Showers
- Website: Learning About Landfills - Where Does Our Trash Go? <https://www.greenkidcrafts.com/landfill-learning-experiment/>
- YouTube: Where Does the Trash Go? (Truck Video) https://youtu.be/o_P8fy-7MxQ
- YouTube: (Preview First) What Really Happens to Plastic You Throw Away https://youtu.be/_6xlNyWPpB8
- YouTube: Video Field Trip - Landfill <https://youtu.be/mA608GJ-EzM>
- Website: Community Helpers (Trash Collector) <https://www.teacherspayteachers.com/Product/All-About-Community-Helpers-1369896>



WEEK 25: *Reduce, Reuse, Recycle*

Goals:

- What can we do to put less stuff in the trash/landfill?

Learning Opportunities:

- When we go to the store, do we really NEED to buy this item?
- Can we reuse our food containers with lids (sour cream, spaghetti sauce, etc) for our leftovers or for sorting nails and screws in the garage?
- Can we give the clothes that are too small for us to someone younger than us?
- Can we start a recycling can at home? At church? At grandma & grandpa's house?
- Can we donate/buy things at a second hand store or garage sale?

Resources:

- YouTube: Recycling for Kids https://youtu.be/6jQ7y_qQYUA
- Show: Magic School Bus - Season 3, Episode 10
- YouTube: Where Does Our Trash Go? <https://youtu.be/DEnUHmHwozE>
- YouTube: What Happens to Your Recycling After It's Collected? <https://youtu.be/s4LZwCDaoQM>
- Show: Ruff Ruffman - Plarn <https://pbskids.org/video/ruff-ruffman-show/3004249900>
- Website: I Can Recycle Fold and Learn <https://www.teacherspayteachers.com/Product/I-can-recycle-fold-and-learn-1203404>

WEEK 26: *Solar and Wind Energy*

Goals:

- What is solar and wind energy?
- What are some ways that we can harness solar and wind energy?

Learning Opportunities:

- Is there a wind farm or windmills within a relatively short drive of your home? Can you drive by them?
- Do homes and businesses use solar panels in your area? (Especially in the southern United States) Take a drive and see who can find the most solar panels on homes or businesses.

Resources:

- YouTube: Types of Energy for Kids https://youtu.be/Giek094C_l4
- YouTube: Learn About Wind Farms https://youtu.be/U5_cZ3IRUkU
- Show: Magic School Bus Rides Again - Season 1, Episode 12 (Netflix)
- Website: Solar Energy Challenges <https://www.teacherspayteachers.com/Product/STEM-Engineering-Challenge-Pack-Solar-Energy-Challenges-Set-of-Five-1180751>
- Website: Wind Energy Activity - Pinwheels <https://www.teacherspayteachers.com/Product/Wind-Energy-Rubric-Pinwheels-222691>
- Website: Alternative Energy Pack (2nd grade and up) <https://www.teacherspayteachers.com/Product/Alternative-Energy-Packet-1989558>



WEEK 27: *Decomposers*

Goals:

- What is decomposition?
- We try to put things that will decompose in the trash and things that will not decompose in the recycling bin

Learning Opportunities:

- Start a compost pile in your yard. What can go in the compost pile?
- Observe your yard: What happens to leaves and plants in the fall and winter? (They die and start to decompose.) In the spring and summer, new plants grow.

Resources:

- Show: Magic School Bus - Season 1, Episode 6
- Library Books on decomposition, composting, and worms
- YouTube: Producers, Consumers, and Decomposers <https://youtu.be/MPZI2M1fDi8>
- YouTube: Layers of Soil - Dr. Binocs Show <https://youtu.be/bgqea0E2eAY>
- Website: (2nd grade) Here Is the Dirt on Soil <https://www.teacherspayteachers.com/Product/Here-Is-The-Dirt-On-Soil-A-Primary-Science-Unit-229557>
- Website: (1st & 2nd grade) Living, Food Chains & Webs, Producers Consumers Decomposers <https://www.teacherspayteachers.com/Product/Ecosystem-NGSS-LS2-Living-Food-Chains-Webs-Producers-Consumers-Decomposers-379332>

WEEK 28: *Bible Stories*

Goals:

- Read Bible stories together
- Discuss Bible stories

Learning Opportunities:

- Read and discuss Bible stories for rest time or before bed when you don't feel rushed to finish or kids are anxious to move on to the next thing
- Read and discuss the gospel reading for Sunday on Saturday night to help prep our kids for the next day at church
- How does the Bible apply to our life today? What lessons can we learn from it?
- Search online for toy fish and loaves of bread for a lesson on Matthew 14:13-21 (Feeding the 5000)

Resources:

- Website: Interactive Orthodox Children's Bible Reader <http://cbr.goarch.org>
- Website: Orthodox Pebbles <https://orthodoxpebbles.com>
- Book: Orthodox Bible
- Book: Orthodox children's Bible



WEEK 29: *Fasting*

Goals:

- Develop a sense of self control - we cannot have everything we want whenever we want
- Try new (fasting) foods & expand your options for your family's fasting meals during Lent and throughout the rest of the year

Learning Opportunities:

- Bring your kids to the grocery store and challenge them to find five new fruits and vegetables they've never eaten before, but they would be willing to try them.
- Food Exploration Week! Every night at dinner this week, encourage everyone to try one new food. Don't make it overwhelming or intimidating. Buy one item your family hasn't eaten before (not too much, just enough for a sampling) and try it. It might be something like a new type of lettuce for your salad or a slice of mango.
- Food Exploration Night! Prepare many SMALL dishes of new foods to sample at dinner tonight. Don't make the portion sizes overwhelming and provide a couple of things that you know your children will eat regardless, such as rice or carrot sticks, along side of the new dishes. Try a few new vegetables, fruits, nuts/seeds, grains (quinoa, wild rice), beans, or types of pasta.
- In small containers, place different spices and herbs. Can your kids/spouse use their senses to try and determine what they are? You can ask your family for verbal answers or label each spice/herb with a number and have your family write down what they think they are as they rotate around the table.

Resources:

- YouTube: How to Use Herbs and Spices for Kids <https://youtu.be/1Qm89IMLkQ4>
- Website: Your Kid's Table (For Parents: Picky Eaters, Sensory) <https://yourkidstable.com/start-here/>

WEEK 30: *Cooking Lessons*

Goals:

- Make a fasting meal together
- Learn how to read a recipe or follow oral directions while making the meal
- Learn food safety, food measurement, timer for cooking, temperature for cooking

Learning Opportunities:

- Get in the mind set that teaching our kids to cook is a life skill for them and it will probably take longer than normal to make this meal
- Teach your readers how a recipe is set up. Let them try reading and following the recipe on their own while you are by their side supervising
- Teach your non-readers how to follow directions for helping with certain parts of making the meal

Resources:

- YouTube: Food Safety for Kids <https://youtu.be/DoSq9T6OejA>
- Book: Chef Academy by Steve Martin
- YouTube: How to Hold a Knife <https://youtu.be/20gwf7YttQM>
- YouTube: Cooking Video for Kids: How to Use a Knife (Ages 2 - 12) <https://youtu.be/h7nAijV7zeQ>
- YouTube: (For Parents) How to Make Your Kids Independent in the Kitchen <https://youtu.be/hAMsdxdeUHK>
- Website: Raddish Kids - A Cooking Club for Kids <https://www.raddishkids.com/>

WEEK 31: *A Gift to God*

Goals:

- What is prosphoro?
- Make a loaf of prosphoro and bring it to church
- Make a loaf of bread at home

Learning Opportunities:

- It takes a community of people to offer a gift of prosphoro to God. In our modern times, we typically buy our flour at the store to make our bread. The farmer grows the wheat, the miller grinds the wheat, the baker bakes the bread and brings it to our priest.
- If you have never made prosphora before, ask your priest who makes it at your parish. Ask them if they will let you come over and see how they make it.

Resources:

- Website: Illumination Learning - Prosphora Baking <http://illumination-learning.com/main/wp-content/uploads/2018/01/Prosphoro-Baking-Class.pdf>
- Book: The Woman and the Wheat by Jane G. Meyer
- Book: A Special Gift to God by Iakovina Theodore
- Book: Yiayia and the Prosphoron by Ekaterine Potamitis
- YouTube: Baked Bread - How Flour is Made <https://youtu.be/y8vLjPctrU>
- YouTube: How to make a loaf of bread from scratch <https://youtu.be/phzRY8FDj4c>



WEEK 32: *Basic Weather and Weather Chart*

Goals:

- Learn basic weather terms
- Track your local weather for one month (or longer)

Learning Opportunities:

- You can download a weather app onto your phone to help with this unit or even get a simple weather station for kids for additional interactive learning
- Observe your local weather daily: What is the temperature? What is happening in the sky? (Cloudy, sunny, raining, snowing)
- Record the weather of your family or godparents living in another state as well. Compare and contrast it with your own weather.

Resources:

- Book: Weather Words and What They Mean by Gail Gibbons
- Excellent Documentary: Wild Weather (PBS) - available on Amazon Prime and PBS Kera Passport
- YouTube: The Water Cycle Song <https://youtu.be/gBbFxl6Oy94>
- Website: Weather Bundle https://www.etsy.com/listing/695676435/weather-bundle?ref=shop_home_active_43&crt=1
- Website: Weather Graphing for Kids with Autism <https://www.teacherspayteachers.com/Product/Weather-Graphing-for-Kids-with-Autism-615649>
- Website: Weather Graph <https://www.teacherspayteachers.com/Product/Weather-Graphs-for-Calendar-Time-1629078>
- Show: Magic School Bus - Season 1, Episode 13 (Netflix)
- Show: Magic School Bus Rides Again - Season 1, Episode 8 (Netflix)

WEEK 33: *Clouds*

Goals:

- Develop a basic understanding of the different types of clouds

Learning Opportunities:

- Have a cloud watching picnic - in your own yard or at a park
- Predict what type of weather might be coming based on the clouds in the sky
- Draw or paint a picture of the clouds you observed today

Resources:

- Show: Magic School Bus - Season 1, Episode 5
- Show: Magic School Bus Rides Again - Season 2, Episode 8
- YouTube: Types of Clouds - The Dr. Binocs Show <https://youtu.be/yod3wMbFHUY>
- Website: Cloud Types <https://www.teacherspayteachers.com/Product/Cloud-Types-Cloud-Book-Cloud-Viewer-Presentation-and-Posters-1486964>
- Book: The Cloud Collectors Handbook by Gavin Pretor-Pinney
- YouTube: Very Easy - How to Draw Clouds <https://youtu.be/maK72tapEDI>
- YouTube: 4 Types of Drawing Clouds <https://youtu.be/PaOvQDNtbhA>



WEEK 34: *Thunderstorms and Hurricanes*

Goals:

- What is a thunderstorm? It can potentially produce a tornado.
- What is a hurricane?

Learning Opportunities:

- Make a Thundercake when a thunderstorm is approaching
- Learn how to read a weather radar (on a weather app, website, or tv)
- Make a kit and a family plan for if your power goes out or a natural disaster hits your home
- Make videos of your child forecasting today's weather and send it to family

Resources:

- Book: Freddy the Frogcaster by Janice Dean
- YouTube: Lightning Strike at 103,000 FPS (Lightning in slow motion: Fast forward to 4:53) <https://youtu.be/qQKhIK4pvYo>
- Book: Freddy the Frogcaster and the Huge Hurricane by Janice Dean
- YouTube: What is a tornado? Dr. Binocs Show https://youtu.be/EpuDYZ_g0yg
- YouTube: Hurricane - Dr. Binocs Shows https://youtu.be/J2__Bk4dVS0
- Book: Thundercake by Patricia Polacco
- Website: Hurricane Tracking Charts <https://www.weatherwizkids.com/hurricane-tracking-charts.htm>
- YouTube: Flying into the Eye of Hurricane Harvey <https://youtu.be/AFJYjylsWss>
- Website: Tornado Trackers <https://www.tornadotrackers.org>
- Website: Prepare for a Natural Disaster <https://www.ready.gov/kids/kids>

WEEK 35: *Blizzards and Sand Storms*

Goals:

- What is a blizzard?
- What is a sand storm?
- What was the Dust Bowl?

Learning Opportunities:

- Do you know anyone who lived through the Dust Bowl? Listen to their first hand account of what it was like then.
- Do you know anyone who has been present during a blizzard? How much snow fell? What was it like?

Resources:

- "Freddy the Frogcaster and the Big Blizzard" by Janine Dean
- YouTube: Snowflakes - The Dr. Binocs Show <https://youtu.be/7AeiwLhFuFQ>
- Book: Snowflake Bentley by Jacqueline Briggs Martin
- YouTube: Drought - The Dr. Binocs Show <https://youtu.be/O5a6yHSI0L0>
- Documentary: The Dust Bowl (PBS) <https://www.pbs.org/show/dust-bowl/>
- Book: The Dust Bowl by David Booth
- Library: Books about blizzards, sand storms, and The Dust Bowl
- YouTube: Martian Dust Devils <https://youtu.be/oTLZci5dp44>
- YouTube: Hit by a Dust Storm <https://youtu.be/q24-vH6AJTI>
- Website: Weather Experiments <https://weatherstationary.com/kids-weather-experiments/>

WEEK 36: HOLY WEEK (NO SCHOOL)

WEEK 37: *Nature Study - My Yard*

Goals:

- What kind of trees do you have in your yard?
- Name one type of bird you saw in your yard this week
- Name two types of insects you saw in your yard this week

Learning Opportunities:

- Download a nature identification app for your phone. When you find animals and plants in your yard, neighborhood, or state part and cannot identify them, then you can take a picture and have your app help you. I use "Seek" by iNaturalist.
- Create a notebook or scrapbook recording the animal and plant life you find in your yard for a week, month, or the entire year.
- Make a bird or squirrel feeder for your yard to help you with your animal observations

Resources:

- Website: Backyard Foraging Bundle https://www.etsy.com/listing/708388065/backyard-foraging-bundle?ref=shop_home_active_27&crt=1
- Website: Build a Garden and Veggies for Sale Math <https://peanutbutterfishlessons.com/product/build-garden-veggies-for-sale-math-activities-bundle/>
- Book: The Tree Book for Kids and Their Grown-Ups by Gina Ingoglia
- Library: Books and videos about nature, plants, and animals in our area
- Website: Weather Experiments <https://weatherstationary.com/kids-weather-experiments/>

WEEK 38: *Nature Study - My Neighborhood*

Goals:

- What types of trees are growing in our neighborhood?
- What types of flowers or plants are growing in our neighborhood?
- Did you see any animals in your neighborhood that you didn't see in your yard?

Learning Opportunities:

- There are state identification animal and plant pocket guides available on Amazon and at your local bookstores. We use those for our walks and hikes in our state to help us identify local animals and plants.
- Create a notebook or scrapbook recording the animal and plant life you find in your neighborhood for a week, month, or the entire year. Graph your findings.

Resources:

- YouTube: Ecosystem - Dr. Binocs Show <https://youtu.be/sKJoXdrOT70>
- Website: Blank Graph Templates <https://www.teacherspayteachers.com/Product/Blank-Graphs-Bar-Pie-Picture-and-Tally-1148907>
- Website: Patterns in Nature Math School Room Printable <https://www.etsy.com/listing/690304202/patterns-in-math-school-room-printable>
- Website: Twig and Moth Nature Printable https://www.etsy.com/shop/TwigandMoth?ref=simple-shop-header-name&listing_id=690304202
- Website: StephHathaway Nature Bundles https://www.etsy.com/shop/StephHathawayDesigns?ref=usf_2020§ion_id=19497818
- Book: Small Wonders: Jean-Henri Fabre & His World of Insects by Matthew Clark Smith

WEEK 39: *Nature Study - State Parks*

Goals:

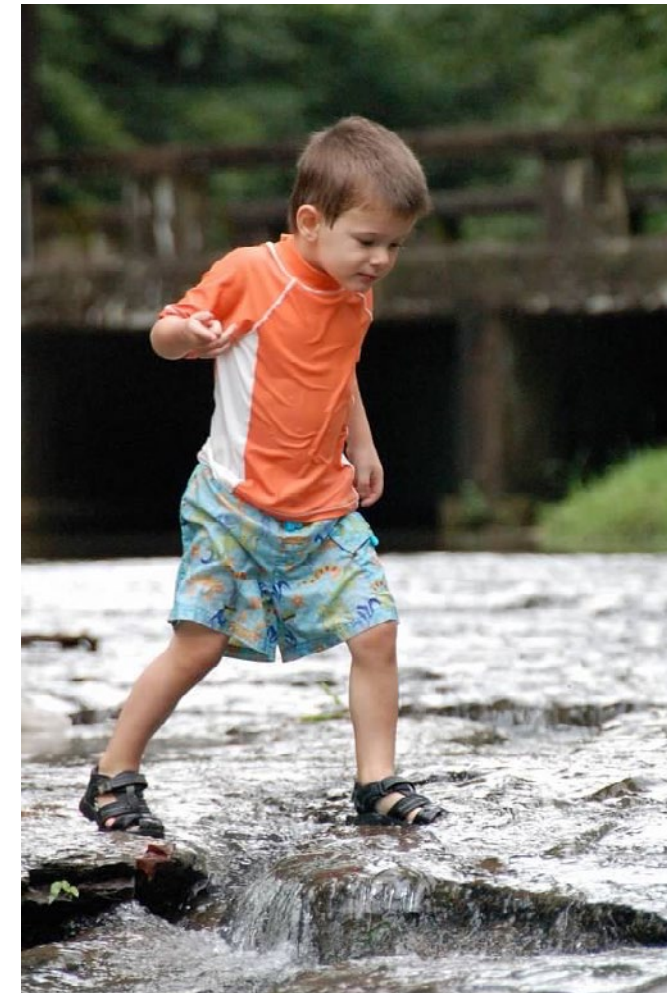
- Learn about at least one of your state parks by either visiting one in person or by taking a virtual field trip online

Learning Opportunities:

- Make plans to visit one of your state parks - pack food, plenty of water, pocket guide books, a camera (or use your phone), and enjoy the day exploring the park with your family
- Make a book (or video) of all of your finds when you return home

Resources:

- YouTube: Let's Take a Walk Through the Woods (Kindergarten & younger) <https://youtu.be/aWtAZWqSoso>
- Website: Pond Unit Study Bundle https://www.etsy.com/listing/689830751/pond-unit-study-bundle?ref=shop_home_active_65&crt=1
- Website: Pond Nature Study <https://ourjourneywestward.com/pond-nature-study/>
- Website: America's State Parks <https://www.stateparks.org>
- Library: Check out books and videos about your state parks
- Website: Make your own book <https://www.shutterfly.com>
- App: Make your own video "Adobe Spark Video"
- YouTube: Look up videos about your state parks



WEEK 40: *Geology*

Goals:

- Be able to name the different layers of the earth
- Be able to identify at least two types of rocks or minerals
- Be able to explain wind and water erosion

Learning Opportunities:

- Create (and label) a rock collection from your yard, neighborhood, and hikes
- Visit a science museum



Resources:

- Show: Magic School Bus Rides Again - Season 1, Episodes 4 & 5
- Book: Rock Collecting for Kids: An Introduction to Geology by Dan Lynch
- Website: Layers of the Earth <https://www.teacherspayteachers.com/Product/Layers-of-the-Earth-fold-and-learn-1168072>
- YouTube: Erosion <https://youtu.be/dcXpwwDaOpg>
- YouTube: Water Erosion <https://youtu.be/PQmon7Rj6ns>
- Website: Rocks, Minerals, and Crystals for Kids <https://www.homesciencetools.com/earth-science/rocks-minerals/>
- YouTube: Erosion Experiment https://youtu.be/3m9_l1Xek6w

HOMESCHOOL RESOURCES

Educational Manipulatives, Kits, Lessons, and Resources:

- Lakeshore Learning <https://www.lakeshorelearning.com>
- Kiwi Co <https://kiwico.com> (Excellent science kits!)
- Teachers Pay Teachers <https://www.teacherspayteachers.com>
- StephHathaway Designs https://www.etsy.com/shop/StephHathawayDesigns?ref=usf_2020
- FiddlesticksEd https://www.etsy.com/shop/FiddlesticksEd?ref=usf_2020
- Twig and Moth https://www.etsy.com/shop/TwigandMoth?ref=shop_sugg
- Parousia Press <https://www.parousiapress.com>
- Paidea Classics <https://paideaclassics.org>

Educational Shows:

- Number Blocks: builds comprehensive (Netflix and YouTube)
- Alpha Blocks: builds reading skills (Netflix and YouTube)
- Word World: builds reading skills (PBS Kids)
- Magic School Bus: science (Netflix)
- Smarter Every Day: science (YouTube)
- Ruff Ruffman: science and investigation (PBS Kids)
- BBC Documentaries - Our Planet (Netflix)
- Storybots: "helps answer kids' biggest questions" (Netflix)
- Bob Ross: The Joy of Painting (Amazon Prime)

HOMESCHOOL RESOURCES

Parents' Assistance:

- Instagram: Melanie Potock, @mymunchbug_melaniepotock (ideas for picky and sensitive eaters)
- Book: Executive Function "Dysfunction" - Strategies for Educators and Parents - Ideas for impulse control, being able to transition from one task to another, social skills/theory of mind, working memory, initiation/motivation, and more
- Website: Miss Jaime, O.T. <https://www.missjaimeot.com> - Ideas for teaching how to hold a pencil correctly, how to cut paper, and more

Special Needs:

- School Specialty <https://www.schoolspecialty.com/special-needs>
- Vision Therapy https://www.optometrists.org/categories/vision-therapy-101/?utm_source=migration&utm_medium=301&utm_campaign=vtorg/
- Curriculum Resources for Special Needs <https://www.homeschool.com/curriculum-resources-for-special-needs/>

“ Our goal is to live in an Orthodox way, not simply to speak or to write in an Orthodox way. This is why, you see, a sermon does not inform, does not change the life of a person, no matter how good it is, unless the preacher is actually living the faith. ”

– ST. PAISIOS, SPIRITUAL COUNSELS VOL. II