

CLASS Lesson Planner



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Lesson

Planner



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Introduction

Educating children often demands considerable time and effort. Few teachers can afford to waste time, and no educational program benefits from chaos or confusion. As in any endeavor, good organizational strategies and good tools often make the difference between success and failure.

The *CLASS Lesson Planner* has been designed by the staff of Christian Liberty Press to help home educators properly organize and manage their educational activities. Although some of the forms or strategies that are listed in this *Planner* will not be ideally suited to every home school, we are confident that most of the material will be of considerable help.

We encourage each instructor to start by reading the opening sections of the *Planner* that talk about general and specific organizational strategies as well as lesson plans. After reading this material, instructors will be better prepared to comprehend and fill out the yearly and weekly schedules that are included in the *Lesson Planner*. Based upon the assumption that most home schools will teach around 40 weeks each school term, we have provided 40 copies of the “Weekly Lesson Planner” form.

The last major section of the *CLASS Lesson Planner* includes various forms that will help teachers to manage their educational and family responsibilities. Some of these forms, such as the attendance form, should be filled out on a weekly basis. However, many of the forms—such as the report card, health, or transcript forms—are designed to be filled out on a quarterly or yearly basis. At the beginning of the school year, instructors should familiarize themselves with all the forms that have been provided to determine *which* forms they may wish to use during the year. This process will also permit instructors to decide *when* they will need to use them.

Parent-teachers should not feel pressured or compelled to use each and every form in the *CLASS Lesson Planner*. You and your students will profit from good planning and record keeping, but there is no need to let the *Lesson Planner* control your school. You need to commit yourself only to using those forms that truly benefit your educational program.

The Publishers

General Organization of Your Home School

Initially, planning a full year of school work for your children may seem to be a formidable task. However, by dividing your schedule into smaller units you will be able to more readily adapt to meet your personal needs. This is best done one step at a time.

Start by organizing your student's books (texts, workbooks, etc.), teacher support materials (answer keys, teacher's manuals, etc.), and testing materials (test packets, quizzes, etc.) to assure that you have everything needed for your student. List each text or workbook in a column; then, in the next column, write down the number of pages in each of them. In a third column, list the number of tests, quizzes, or drills to be used with each book. Watch for tests that may be printed and bound into a text or workbook.

With this basic data in front of you, you are now ready to start making decisions. How long do you want the school year to last? This is YOUR decision! You may decide to hold classes for only thirty-six weeks, or 180 days, as some states require. However, based on a forty-week school year, the twelve months would divide as follows:

Full Year		52 weeks
Less:	Summer vacation	8 weeks
	Christmas break	1 week
	Easter/Spring break	1 week
	Ten Holidays, sick days	<u>2 weeks</u>
	12 weeks	➡ <u>-12 weeks</u>
Remaining weeks for YOUR school year		40 weeks

Next, divide the number of pages in each book by forty, minus any weeks set aside for review and testing. This will give you an approximate weekly goal for each book.

Some books can be completed in less than forty weeks. This leads to various ways of dividing up the school year. *First*, you may plan on completing each of your books in thirty to forty weeks. If any are done in less than forty weeks, then the time previously spent on them can be used for other subjects during the last few weeks of your forty-week schedule. *Second*, you may plan on completing some books in one half (or some other fraction) of the year; then, the rest of the year, you may use their time slots for different books. However, most home school families will benefit from providing an even balance of course work over the entire school term.

Third, dividing 180 to 200 school days into the pages of a textbook is an alternate method for determining the amount of work that should be completed each day. Also remember to set aside days for review and testing.

Kindergarten children will normally be in academic studies for just the morning hours. In most cases, it is counter-productive to push kindergarten children to study academic subjects for more than three or four hours per day.

We suggest that a normal school day with standard vacation periods throughout the year be followed. Many home schoolers follow the attendance schedule of a local Christian day school.

In addition, students should study in a quiet place. Develop a "school room" atmosphere. Avoid the use of TV during school hours, unless you are presenting an educational video.

Concerts, museum visits, and other field trip activities should be scheduled. We also encourage participation in extra-curricular programs, church activities, clubs, choirs, and community activities such as 4-H clubs and sports programs. A special form is provided with this *Planner* that helps you to schedule field trip activities.

Two Forms of Scheduling

Traditional Day-School Schedule:

8:30	–	9:15	Mathematics
9:15	–	10:00	Reading
10:00	–	10:45	Science
10:45	–	11:30	History/Geography
11:30	–	12:15	Lunch
12:15	–	1:00	Bible
1:00	–	1:45	Grammar/Handwriting
1:45	–	2:30	Art/Music
2:30	–	3:15	Physical Education

Most of you are familiar with *traditional day-school schedules* and their rigid time slots punctuated by bells. In making up their own schedule, most people attempt to follow a pattern similar to the “Traditional Day-School Schedule” as listed above. While this rigid, structured schedule may look nice on paper, *it just does not work for most home schools*. This brings us to one of the great advantages of homeschooling. Because you are not really bound by rigid schedules and bells ringing every forty-five minutes, you can truly adapt your program to fit the needs of your student(s) and your own needs. After considering your student’s age, attention span, abilities, and possible educational deficiencies, you may find that a *modified traditional schedule* may better serve your needs and prove to be a more realistic structure for achieving your goals.

Distinguishing Features of Each Form of Scheduling

First form of scheduling – Traditional

1. Rigid periods that contain the identical length of time
2. Courses scheduled in the same time frame each day
3. All required courses taught each day (art and music, however, may be taught various times a week)

Second form of scheduling – Modified Traditional

1. Periods are more flexible, allowing for adjustable time frames that expand or contract as educational needs dictate. For example, if a math lesson is finished in thirty minutes, the student may go immediately to the next course of study or take time for a break.
2. Subjects are still scheduled each day at approximately the same time. However, flexibility allows for different starting and stopping times when necessary. Difficult courses will sometimes require longer periods of time; less demanding subjects may require shorter periods of time.
3. All courses are taught each day (art, music, and physical education through the week as scheduled).

We would not encourage you to schedule one subject per day; that is, trying to cram an entire week’s work into one day. Difficult subjects, such as math and grammar, are best mastered by studying a portion every day. In this way, one lesson or concept can be studied per day. The repetition of the exercises and drill work aid in understanding and are a necessary part of that day’s lesson.

To cram a week’s worth of lessons into one day is like a man who eats all day one day per week in an attempt to take care of all his nutritional needs for the week. We can see the folly of this, and the same principle holds true with learning. We need time to digest and assimilate facts so that they become true knowledge.

Tackle Difficult Subjects First

Difficult subjects should not be put off until last. Psychologically, it is better to attack the difficult subjects first while you are still fresh. It is a real boost to know that “Mount Everest” is behind you, and the remainder of the day can be devoted to the more enjoyable, less demanding subjects.

Stagger Your Difficult Courses

With multiple students, flexibility within a schedule is even more important. We suggest you “stagger” the difficult subjects so that the one-on-one attention can be given as needed. While this tends to make greater demands on the mother (who is usually the teacher), she can manage her daily teaching schedule better if she keeps in mind the need to schedule the difficult subjects for one child while another tends to reading and independent study of a more routine nature.

Making the Transition

The transition into home education can be quite nerve-racking for the simple reason that parent-teachers are often inexperienced in teaching; and, consequently, find it difficult to organize themselves because they are without a model or example to follow.

The failure of many home schoolers can often be traced to organizational patterns that are both inconsistent and extreme in approach. A popular organizational pitfall is the attempt by parents to organize their home school exactly like the traditional Christian school. In a relatively short period of time, parent and students alike find it impossible to turn their home school environment into a traditional school and succumb to the phenomenon known as “home school burnout.”

Unfortunately, many home school parents overreact to this problem and, in their frustration, decide to do away with structure altogether. The result of this experiment in extremes is loss of time, wheel spinning, and general confusion as students start to fall behind and flounder in their studies. A significant number of families do not survive their first year in home education because they feel they have failed in the task of establishing a reasonable school schedule.

In conclusion, home teachers must learn to relax and provide themselves with a realistic amount of transition time. Very few home school families hold to the *exact* same schedule. The long-range goal of instructors should be to fall into a structured learning pattern that is flexible enough to promote both *self-discipline* and *personal achievement*. In short, planning your work and working your plan must go hand-in-hand with adaptability and flexibility. It is a delicate balance, but it can be achieved.

Your plan is the means to an end, not an end in itself. For many, a personally modified traditional schedule is a more realistic means to achieve a successful and enjoyable home school program.

Lesson Planning Instructions

Your daily lesson plan should consist of the following three components:

First: Review old material. Never proceed to the presentation of new material if the student has not demonstrated an understanding of previous material presented. Old material must be understood before proceeding to the next step.

Second: Present new material. When you are assured that the student has sufficiently understood the directions to work independently, assign material for the day.

Third: Verify the student's understanding. Check the completed school work before the student finishes the day's lesson. If the student still does not understand, this is the time to explain the material once again. Also, the teacher has the option, depending on what serves your needs best, to either check the "homework" assignment later that day, or during the review period of the next lesson.

Outline of Teacher's Lesson Plan

I. Review

1. Discuss the important points from the previous day's lesson.
2. Use flashcards or drill problems where appropriate.
3. Correct homework together, and re-work any materials not understood before introducing new materials.

II. Introduce New Materials

1. Read the directions carefully to the student, or have the student read these aloud. Thoroughly explain all directions or processes before beginning. Be sure to clearly establish goals for the student to reach.
2. Assign classwork. Work not completed during class time may be assigned as "homework."

III. Verify Understanding of New Material

1. Quickly scan the student's work to determine if the student understands the day's lesson. Provide an oral quiz whenever possible.
2. Point out errors. Repeat the explanation, if necessary, to assure the student understands the material and has achieved the specific academic goals that were set forth at the beginning of the lesson.

Yearly School Calendar

Home educators, as well as traditional private schools, can benefit from a school calendar that draws attention to important events or activities that are planned for the student body. Without such a listing, educators are often prone to become so focused on the day-to-day activities of teaching that they lose the “big picture” of their yearly goals. In addition, a school calendar can function as a type of “bulletin board” which reminds busy teachers or parents of their long and short range plans.

We suggest that you note the basic plans and activities of the school year at the beginning of the school term, with the understanding that you will need to modify or expand upon your basic plans as the school year progresses. Please note the sample monthly schedule for December.

DECEMBER				YEAR 20 _____	
Monday	Tuesday	Wednesday	Thursday	Friday	
			1 <i>Listen to Algebra Video</i>	2	
5 <i>Science fair at Church Gym 6 pm</i>	6	7 <i>Choir practice for Girls 4 pm</i>	8	9 <i>Complete Progress Report</i>	
12 <i>Phone Congress regarding H.S. Legislation</i>	13	14 <i>Choir practice for Girls 4 pm</i>	15	16 <i>Gymnastics Class at YMCA 3:45 pm</i>	
19 <i>Christmas Break</i>	20 <i>Christmas Break</i>	21 <i>Christmas Break</i>	22 <i>Christmas Break</i>	23 <i>Christmas Break</i>	
26 <i>Field Trip to County Zoo</i>	27	28 <i>Choir practice for Girls 4 pm</i>	29	30 <i>Gymnastics Class at YMCA 3:45 pm</i>	

Lesson Plan

Forms

Weekly Lesson Planner

Day	Bible	Quiz or Test	Main Concepts to Cover	Date Covered
Mon	Complete pages 1-3		The Days of Creation	9/5
Tues	Complete pages 4-6 and give quiz	Quiz	The Meaning of Genesis	9/6
Wed	Complete pages 7-10		The Purpose for Creation	9/7
Thur	Complete pages 11-14		The Fall of Adam and Eve	9/8
Fri	Review Chapter 1	Test	Give an overview of Genesis	9/9

Specific concepts that still need to be reviewed/re-emphasized: Review the days of creation and the plan of salvation through a promised Redeemer.

Date Review Completed: 9 / 12 / 2010

Day	Reading	Quiz or Test	Main Concepts to Cover	Date Covered
Mon	Read: The Story of the Robin pp. 1-3		Vocabulary and pronunciation skills	9/5
Tues	Read: The Story of the Robin pp. 4-6	Oral Quiz	Reading speed and comprehension	9/6
Wed	Read: The Call of Mrs. White pp. 7-10		Vocabulary and leading characters	9/7
Thur	Read: The Call of Mrs. White pp. 11-14	Oral Quiz	Style of author and mood or tone	9/8
Fri	Review the two reading selections		Discuss the moral of the stories	9/9

Specific concepts that still need to be reviewed/re-emphasized: Review phonics fundamentals to improve pronunciation skills and talk about the main plot of the stories.

Date Review Completed: 9 / 12 / 2010

Day	Spelling/Handwriting	Quiz or Test	Main Concepts to Cover	Date Covered
Mon	Spelling workbook-Unit 1, Lesson 1		Handling prefixes and suffixes	9/5
Tues	Handwriting book pages 1-2		Letter formation and spacing	9/6
Wed	Spelling workbook-Unit 1, Lessons 2 - 3	Quiz	Practice weekly spelling list	9/7
Thur	Handwriting book pages 3-4		Practice with capital letters	9/8
Fri	Spelling workbook-Unit 1, Lessons 4 - 5	Unit Test	Word endings and final test	9/9

Specific concepts that still need to be reviewed/re-emphasized: Student still needs to learn how to put the correct space between each letter. Review spelling test.

Date Review Completed: 9 / 12 / 2010

Day	Grammar/Phonics	Quiz or Test	Main Concepts to Cover	Date Covered
Mon	Complete pages 1-3 in grammar		Study antonyms	9/5
Tues	Complete pages 4-6		Study synonyms	9/6
Wed	Complete pages 7-9 and give quiz	Oral Quiz	Study contractions	9/7
Thur	Complete pages 10-14		Study root words	9/8
Fri	Finish chapter one and give final test	Test	Study chapter concepts	9/9

Specific concepts that still need to be reviewed/re-emphasized: Student needs more practice with contractions

Date Review Completed: 9 / 12 / 2010

Day	History	Quiz or Test	Main Concepts to Cover	Date Covered
Mon	Read pages 1–3		Life of Leif Ericson / Vikings	9/5
Tues	Read pages 4–6		Age of Exploration in overview	9/6
Wed	Read pages 7–9 and give quiz	Oral Quiz	Life and times of Columbus	9/7
Thur	Read pages 10–12		Native American Settlements	9/8
Fri	Review chapter and complete exercises	Chpt. Test	Early Trade Routes and Geography	9/9

Specific concepts that still need to be reviewed/re-emphasized: The student needs to review a time line of early American history to better understand this time period. Date Review Completed: 9/12/2010

Day	Science	Quiz or Test	Main Concepts to Cover	Date Covered
Mon	Read pages 1–3		Principles of Observation	9/5
Tues	Read pages 4–6		Forming a hypothesis	9/6
Wed	Read pages 7–8 and give quiz	Oral Quiz	Testing a hypothesis	9/7
Thur	Read pp. 9–14 and perform experiments		Explanation of Spontaneous generation	9/8
Fri	Review chapter and finish exercises	Test	The Law of Biogenesis	9/9

Specific concepts that still need to be reviewed/re-emphasized: Proper use for experimentation and its limits. Explain why scientific theories are often based on faith, not observation. Date Review Completed: 9/12/2010

Day	Math	Quiz or Test	Main Concepts to Cover	Date Covered
Mon	Complete pages 1–3		Double digit addition and subtraction	9/5
Tues	Complete pages 4–6 and give quiz	Oral Quiz	Multiply by 1, 2, or 3	9/6
Wed	Complete pages 7–10		Simple fractions	9/7
Thur	Complete pages 11–14		Triple-digit addition/subtraction	9/8
Fri	Complete the review exercises on page 15	Test	Simple division facts	9/9

Specific concepts that still need to be reviewed/re-emphasized: More review is needed with triple-digit addition and subtraction Date Review Completed: 9/12/2010

Day	<u>Geography</u>	Quiz or Test	Main Concepts to Cover	Date Covered
Mon	Read pages 1–3		Study land formations and oceans	9/5
Tues	Complete exercises on pages 4–5		Review of continents	9/6
Wed	Read pages 6–7		Introduction to charts and graphs	9/7
Thur	Complete exercises on pp. 8–9; give quiz	Oral Quiz	Geography of the Americas	9/8
Fri	Complete lesson review on page 10		Finding locations on the globe	9/9

Specific concepts that still need to be reviewed/re-emphasized: Review the use of globe skills, especially longitude and latitude. Date Review Completed: 9/12/2010

Listing of Daily Work or Tests that will be sent to CLASS this week:

Item(s) Mailed: <u>Chapter 1 Grammar test</u>	Date: <u>9/12/2010</u>
Item(s) Mailed: <u>Chapter 1 History test</u>	Date: <u>9/12/2010</u>
Item(s) Mailed: <u>Chapter 1 Science test</u>	Date: <u>9/12/2010</u>
Item(s) Mailed: <u>Chapter 1 Math test</u>	Date: <u>9/12/2010</u>