

UNIT THEMES/OBJECTIVES
Colonial—3rd Grade

Week 1

Historical Theme: King James and the Pilgrims

Historical Objectives

- Learn about life aboard the Mayflower
- Discover how the Pilgrims established Plymouth and began the American colonies
- Find out about James Stuart, the English king

Science Theme: Magnetism

Science Objectives

- Define magnetism
- Discover how magnetism works
- Understand how we use magnetism in our everyday lives

Language Arts Objectives

- Define and differentiate between subjects and predicates
- Review ABC order (2nd letter)
- Learn about multiple subjects
- Learn about pronouns as subjects and the nouns to which they refer

Fine Arts Objective

- Learn about opera and how it came about
- Read a story from the opera

Projects

- Various science activities
- Make a packing list for the Mayflower trip
- Trace and label a map of the Pilgrims' trip

Unit: #4 – Colonial

Week: 1/4

History Theme: King James and the Pilgrims

Science Theme: Magnetism

BOOK LIST

Independent:

Sarah Morton's Day by Kate Waters (SMD) ISBN 0590426346

Samuel Eaton's Day by Kate Waters (SED) ISBN 059046311X

Listening:

The Barefoot Book of Stories from the Opera by Shahrukh

Husain (SO) ISBN 1902283287

Read Together:

Child's History of the World by Virgil M. Hillyer (CHW) ASIN B000IEBOY4

The Pilgrims at Plymouth by Lucille Penner (PP) ISBN 0375821988

Magnetism by Peter Riley (MAG) ISBN 0531145069

Reference Books & Materials

For science experiments:

Various materials (some magnetic, some non-magnetic)

Bar magnets

Two plastic toy cars

Iron fillings

Small block of wood

Plastic bowl

Wire

4.5 volt battery

Compass

Small coil of wire

Large coil of wire

Audio cassette tape (With some sort of recording on it. Note that it will be destroyed.)

For history projects:

Tracing paper

Unit # 4

Week 1

Days 66-70

| HISTORY/READING | | |
|------------------------|--|--|
| Day 66 | <p><i>Reading:</i> CHW - Ch 70 SMD - ½ book PP - pp 2-9</p> | <p><i>Globe/Map Skills, Timeline and History</i> <i>Discussion:</i> CHW – Who was James Stuart? Why were the English sorry they asked him to be their king? Where did people settle upon leaving England? PP – Use the map in the front of the book for reference. Why were people leaving England? Where did the passengers sleep on the Mayflower? Would you have liked to have been on the Mayflower?</p> |
| | <p><i>Poetry/Fine Arts:</i> SO-read the introduction on p. 4 and discuss opera’s origins.</p> | <p><i>Projects:</i> Have your student make a Mayflower list of what you would bring if you had to leave your home forever and travel to a new world. His list should only be 20 items long.</p> |
| Day 67 | <p><i>Reading:</i> SMD - ½ book PP - pp 10-17</p> | <p><i>Globe/Map Skills, Timeline and History</i> <i>Discussion:</i> PP – What was the relationship like between the sailors and the passengers? What was the Mayflower Compact? Why was it important? Who did the Pilgrim explorers come upon in today’s reading? Why did the men need to keep exploring?</p> |
| | <p><i>Poetry/Fine Arts:</i> SO – read pp. 6-14. If needed, you can break this story up into 2 or 3 days.</p> | <p><i>Projects:</i> Have your student trace the map that is in the front of PP. It is a very basic map that will provide an initial picture of the world from the Pilgrim’s point of view. Have your student label the geographic regions and ocean.</p> |
| Day 68 | <p><i>Reading:</i> SED - ½ book PP - pp 18-25</p> | <p><i>Globe/Map Skills, Timeline and History</i> <i>Discussion:</i> PP – What was the name of the Pilgrims’ new home? Where did the Pilgrims stay while they were building their homes? What was the Great Sickness? Why did the Pilgrims bury their dead at night?</p> |
| | <p><i>Poetry/Fine Arts:</i> none</p> | <p><i>Projects:</i> Have your student compare the map he traced yesterday to a current world map of this area. How are they similar? How are they different?</p> |
| Day 69 | <p><i>Reading:</i> SED - ½ book PP - pp 26-31</p> | <p><i>Globe/Map Skills, Timeline and History</i> <i>Discussion:</i> PP – Who was Samoset? Who was Squanto and what was so unique about him? Why do you think God provided Squanto for the Pilgrims in the days to come? What problem were the Pilgrims having with their new Indian friends? How did it get solved?</p> |
| | <p><i>Poetry/Fine Arts:</i> none</p> | <p><i>Projects:</i> Have your student find a cornbread recipe in a cookbook or online. Have him compare the recipe to the one on page 14 in SMD. Have him make the one that he thinks would taste better.</p> |
| Day 70 | <p><i>Reading:</i> PP - finish book</p> | <p><i>Globe/Map Skills, Timeline and History</i> <i>Discussion:</i> PP – What new things did you learn about Squanto? What wonderful event occurs for the Pilgrims and Indians in today’s reading? Why do we still celebrate Thanksgiving?</p> |
| | <p><i>Poetry/Fine Arts:</i> none</p> | <p><i>Projects:</i> none</p> |

| SCIENCE | | MEMORY WORK |
|--|---|--|
| <i>Reading:</i> MAG - pp 4-9 | <i>Discussion:</i> What is magnetism? Why is magnetite magnetic? What four metals are magnetic? What are the two poles of a magnet? | Science sentence: Magnetism is the invisible force that some pieces of metal or rock possess. |
| <i>Projects/Experiments:</i> Do the "Investigate" activities on pp. 5 and 7. | | |
| <i>Reading:</i> MAG - pp 10-15 | <i>Discussion:</i> Where are a magnet's strongest points? What is a magnet's magnetic field? What is the magnetosphere? | Science sentence: A magnet's force is strongest at its poles. |
| <i>Projects/Experiments:</i> Do the "Investigate" activities on pp. 11 and 13. | | |
| <i>Reading:</i> MAG - pp 16-19 | <i>Discussion:</i> How does a magnet lose its power? What is a solenoid? | None |
| <i>Projects/Experiments:</i> Do the "Investigate" activity on p. 19. | | |
| <i>Reading:</i> MAG - pp 20-23 | <i>Discussion:</i> What is an electromagnet? What practical ways do we use magnetism? | Science sentence: An electromagnet is one that can be switched on and off. |
| <i>Projects/Experiments:</i> Do the "Investigate" activity on p. 23. | | |
| <i>Reading:</i> MAG - pp 24-29 | <i>Discussion:</i> How is sound made? How do magnets affect sound? What are some of the ways we use magnets each day? | None |
| <i>Projects/Experiments:</i> Do the "Investigate" activity on p. 27. | | |

| NARRATION/WRITING ASSIGNMENTS | GRAMMAR/WRITING SKILLS | VOCAB/SPELLING |
|---|--|---|
| <p>Have your student copy the science sentence for today's lesson. Have your student orally narrate from SMD today.</p> <p>Have your student neatly copy the following from PP: <i>Everyone brought chests full of clothes and linens. Beds, chairs, and tables were stacked in the ship's hold. Farm animals were kept in small boats lashed to the deck. The Mayflower was noisy.</i></p> | <p>The subject tells either who or what a sentence is about. The predicate contains the verb and everything else that is not the subject.</p> <p>Using today's copy work, have your student use highlighters or colored pencils to differentiate between the subjects and predicates. Key can be found at the end of this week's plans.</p> | <p>Orally discuss the following vocabulary from SMD: cockerel, coif, get the rod, knickers, pottage, waistcoat (note that the there is a glossary in the back of the book).</p> <p>Have your student neatly copy each spelling words: America, Atlantic, Columbus, Mayflower, English, Plymouth, Pilgrims, Samoset, Squanto</p> |
| <p>Have your student copy the science sentence for today's lesson. Have your student orally narrate from SMD today.</p> | <p>Review subject and predicate discussion from yesterday. Examine the subjects from yesterday's copy work. One of the sentences has multiple subjects. Discuss that sentences can have one or subjects. Have your student look through other books and find another sentence with multiple subjects.</p> | <p>none</p> <p>Discuss why each of this week's spelling words are capitalized. Have your student orally give examples of other proper nouns. Have him put the spelling words in alphabetical order (review).</p> |
| <p>Have your student orally narrate from SED today.</p> <p>Have your student neatly copy the following from PP: <i>Sailors didn't receive much pay. They were working for their lives. The men worked long hours. They were often wet, cold and tired.</i></p> | <p>Using today's copy work, have your student use highlighters or colored pencils to differentiate between the subjects and predicates. Key can be found at the end of this week's plans.</p> | <p>From SED: bandolier, coney, dally, gammy, samp (note that there is a glossary in the back of the book).</p> <p>Have your student list each of the spelling words under the following categories: people (general or specific) or geographic locations. Discuss how "English" can be a descriptive word as in English people or a noun, as in the language.</p> |
| <p>Have your student copy the science sentence for today's lesson. Have your student orally narrate from SMD today.</p> | <p>Referring back to yesterday's copy work, discuss how a pronoun alone can be a subject. Have your student select the sentence that has a pronoun as a subject. To whom does the pronoun refer? Have your student pronoun subjects in other books and determine to whom the pronouns refer.</p> | <p>none</p> <p>Orally review the spelling of this week's words with your student.</p> |
| <p>Have your student recite the science sentences for this week. Dictate each of the spelling words to your student and have him write them from memory.</p> | <p>Have your student copy with writing definition for this week: The subject tells either who or what a sentence is about. The predicate contains the verb and everything else that is not the subject.</p> | <p>none</p> <p>See Narration/writing assignments.</p> |

Key for Language Arts Assignments

Subject
Predicate

Everyone brought chests full of clothes and linens. **Beds, chairs, and tables** were stacked in the ship's hold. **Farm animals** were kept in small boats lashed to the the deck. **The Mayflower** was noisy.

Sailors didn't receive much pay. **They** were working for their lives. **The men** worked long hours. **They** were often wet, cold and tired.