

Skills and Strategies

SKILLS IDEAS AND POSSIBLE STRATEGIES FOR KEY LEARNING AREAS

- LANGUAGE ARTS / ENGLISH
- MATHS
- SCIENCE
- HSIE / HUMAN SOCIETY AND ITS ENVIRONMENT
- PDHPE / PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION
- CREATIVE ARTS

This document is written to show an overview of subject areas and the range of skills which can be taught within those subject areas over many years.

When considering the big picture of education, there are certain skills we need to teach.

1. Reading for research, pleasure and comprehension
2. Communicating (Speaking and Writing)
3. Mathematical including reasoning skills
4. Thinking skills

If we have this as a basic overview – we can take a step back and view our child's education with this bigger picture in mind.

What do we want our children to learn? (either on their own or with us?)

This is what I flesh out on these pages as well as possible strategies which we can employ to help them with this natural development of skills.

I hope that this will be useful to your family. Feel free to contact me for more information.

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<p>LANGUAGE ARTS SKILLS:</p> <ul style="list-style-type: none"> • Reading • Writing • Speaking • Listening 	<p>STRATEGIES:</p> <ul style="list-style-type: none"> • Games, flashcards • Being read to • Practicing reading • Discussion • Opportunities to listen
<p>MATH SKILLS:</p> <ul style="list-style-type: none"> • Working Mathematically • Number • Space and Geometry • Patterns and Algebra • Data and Measurement 	<p>STRATEGIES:</p> <ul style="list-style-type: none"> • Games • Practical math in real life projects • Story books • Computer programs • Hands on learning / manipulatives
<p>SCIENCE SKILLS</p> <ul style="list-style-type: none"> • Reading/Listening • Observations • Writing / Recording • Investigating/ Creating • Communicating • Presenting 	<p>STRATEGIES:</p> <ul style="list-style-type: none"> • Reading about science topics • Conducting experiments • Nature walks • Visiting museums, technology centres • Science kits • Developing collections
<p>HISTORY / ENVIRONMENT SKILLS:</p> <ul style="list-style-type: none"> • Reading • Writing • Communicating • Presenting 	<p>STRATEGIES:</p> <ul style="list-style-type: none"> • Reading about history, characters, events • Watching videos on history topics • Writing about history (increase in depth); • Discussion • Speeches, recite famous speeches • Role play, design costumes, copy art works
<p>PERSONAL DEVELOPMENT, HEALTH, PE</p> <ul style="list-style-type: none"> • Reading/listening • Application • Writing • Discussion 	<p>STRATEGIES:</p> <ul style="list-style-type: none"> • Read, research about variety of health topics • Discuss, Write • Engage in sports, physical activities • Discuss family values
<p>CREATIVE ARTS SKILLS:</p> <ul style="list-style-type: none"> • Reading/ Listening • Development of art skills in various mediums • Self expression /Performance • Writing • Appreciation 	<p>STRATEGIES:</p> <ul style="list-style-type: none"> • Read widely; View art works, discuss, write • Listen to different music genres and time periods • Watch performances, plays, musicals • Visit art galleries • Develop skills in different mediums; • Learn an instrument

All Ages – Language Arts

Skills Ideas	Possible Strategies
<p>Reading Skills</p> <p><u>Learning to Read</u></p> <ul style="list-style-type: none"> • Reading with a solid phonics based program or method when ready. • Learning single sounds (a-z, teaching the correct phonetic sounds of each letter) • Multiple phonograms (ar, sh, th, ee, ea, or) • Develop phonics alongside of handwriting, spelling and reading • Ability to sound out words. • To read aloud and inflect the voice <p><u>Reading Tools</u></p> <ul style="list-style-type: none"> • Understanding of dividing words into syllables for reading and spelling. • Using context clues to aid reading. • Read books which progress in difficulty. • To develop vocabulary in a meaningful context. <p><u>Evaluating and Responding to Reading</u></p> <ul style="list-style-type: none"> • Differentiate between fact and fiction. • To identify and recall details of character, place, time. • To distinguish the main idea. • To sequence events in order. • Ability to comprehend the passage. Re-tell the passage in own words helps to test comprehension and develop the last five skills. • Enjoy a variety of stories- fact, fiction, myths and legends, fairy tales, biographical novels, historical fiction, poetry, plays, • To predict possible outcomes and events. • To infer story details which the author did not include. • To infer the main idea, theme or moral. • To guess a sequence of what may have happened before or after the story takes place. • To recognize likenesses and differences in characters, times, places, actions. • To understand and discuss motives of characters. • Discuss characters- good and bad qualities, wise and unwise decisions, judge the characters and their actions. • To read widely - personal, silent reading. • To distinguish fact and opinion. • To recognize author's techniques in developing the writing. • To recognize elements of fiction: Setting, Characters, Conflict, Resolution, Point of View and be able to identify them and discuss them in increasing depth through the years. 	<p>Phonics games</p> <p>Flashcards</p> <p>Story Books</p> <p>Use graphic organizers</p> <p>T Charts</p> <p>Venn Diagrams</p> <p>Compare/Contrast</p> <p>Appreciate a wide variety of reading; Read aloud to the children across the subject areas every day; Read for hours a day (not all at the same time, but at different times)</p> <p>Have a quiet time in the day where children take a box of books to their own rooms – including literature, science, history, fact and fiction, picture books; Set up a quiet reading time when they are young and continue it through all the years;</p>

- To recognize author's viewpoints and worldview.
- To use reading as a research tool.
- To find relevant information.
- To be able to outline, summarize and précis a reading.
- To make personal evaluations on the reading based on the criteria of reality/ fantasy, fact, worth or acceptability.
- To respond to literature based on emotions, identification with characters, reactions to language, and the author's ability to capture the imagination.

Writing Skills

Composition and Handwriting

- To correctly form the lower, then upper case letters.
- To copy words.
- To copy sentences.
- To copy paragraphs.
- To orally narrate a story.
- To **copy own narrations**.
- To **write own narrations**.
- To write narrations about literature - use these **narration starters**.
- To write friendly letters, notes and cards.
- To add **descriptive writing**.
- To write journal entries.
- To write creative stories, narratives and poems
- To revise written work, checking for punctuation.
- To write **book reports**
- To write summaries from encyclopaedia articles.
- To write well-constructed paragraphs- formal teaching.
 - Write a topic sentence
 - Support the topic in remaining sentences with examples, facts etc
 - Vary sentence structure (begin with prep phrase etc)
 - Add stylistic elements (add phrases, who/which clauses, interesting verbs, adverbs etc)
 - Incorporate transitions
 - Conclude by summarizing and returning to topic sentence
- To write well-constructed essays- formal teaching.
 - Capture the attention of the audience in the first sentence
 - Develop the thesis statement
 - Build the introduction
 - Learn basic three point essay
 - Gather evidence to support thesis – facts, examples, experiences
 - Vary paragraph and sentence style
 - Cite authoritative sources
 - Quote from authoritative primary sources and support the use of the quote
 - Learn how to footnote
 - Create bibliography

Keep a Reading List of good books to read for different ages;

Children check off the list or create their own list of completed books;

Copying letters

Copywork – Copying own narrations,

- Paragraphs
- Poems
- Fables

Write own narrations into Blank visual arts diaries – and use as notebooks for Science, Literature, Bible Stories, Literature and Poetry Copybook etc.

- To use a variety of forms of writing where appropriate and across subject areas.
- Essay Writing- expository writing – essays of explanation.
- Play writing
- Persuasive essay writing.
- Biographies
- Short Stories
- Multimedia presentations
- Research papers
- Speech writing
- Debates
- Historical fiction writing.
- Literary response essays
- Compare and contrast essays
- Cause/Effect essays

Spelling and Vocabulary

- To teach phonics as a base for spelling.
- Teach the spelling rules.
- Apply the spelling rules
- Learn rules for adding endings.
- Learn to spell vocabulary and content words according to subject areas- colours, days of the week, months, numbers
- Learn spelling words in the context of own writing- develop own spelling list.
- Apply syllabification rules to aid spelling of words.
- Dictionary skills
- Revise work, edit, identify incorrect spelling and re-write correctly.
- Work with antonyms, synonyms,
- Learn and identify prefixes, suffixes, roots
- Increase vocabulary

Grammar

- **Learn eight parts of speech**
- Learn the relationships of the parts of speech to each other.
- Subject and Predicate
- Noun functions
- Clauses
- Phrases
- **Diagramming** - see it in action in a lesson plan
- Un-complicate a sentence- identify the main point.
- **Dress up a sentence- make it complex.**

Listening Skills

- Develop the habit of being good listeners. Insist on concentrated effort the first time. This can be tested and trained through the use of narrations.
- Listen to a broad selection of reading material- fiction, non-fiction, literature, poetry, plays, biographies, tapes, CDs, sermons, music.
- Narrate after one reading of the material.
- To follow directions.
- To visualize what is being read.
- To respond in a personal way to the reading.

Become familiar with typing through a typing course.

Use language arts games such as Rummy Roots

- To listen across the subject areas and narrate in detail and also in summary.

Speaking Skills

Conversations

- To engage and interact in informal conversations.
 - Use eye contact when conversing
 - Shake hands firmly
 - Repeat their name
 - Listen carefully
- Answer the telephone and take a message
- Follow manners, etiquette, and protocol in social situations
- To ask questions.

Re-telling and Oral Training

- To orally narrate (re-tell) a story after a reading. Includes sequencing of events, recalling main characters, events and facts, expressing main ideas.
- To read aloud.
- To recite poetry and Bible passages.
- To memorize poetry and Bible passages.
- To memorize speeches and famous orations.

Group Discussion

- To discuss what was read according to many of the points listed under Reading.
- To express ideas, stories, events, experiences, observations and be involved in group discussion.

Speech and Performance

- To give short reports and speeches
- To create a speech:
- To write the speech
- Use eye contact and correct body language
- Punctuate the points – be deliberate
- Gain experience with types of speeches
 - persuasive,
 - Expository
 - Dramatic
 - Humorous
 - Impromptu
 - Apologetics
 - Debates
 - Gain platform experience (expository, persuasive)
- Analyze famous historical speeches for form and style
- To take part in dramatic performance.

Use Parts of Speech multi-sensory cards;

Grammar Songs

Audio Books on CD/ MP3

Read Aloud story books – short lengths and increasing to chapter books for the whole family.

Look at the speaker

React to the speaker by showing that you are listening - eye contact, nods, smiles

Interact with the speaker by asking appropriate questions and giving opinions

Change body position if you are drifting off

Decide to take notes to help you listen better

Conversation Starter Games

Car Games

Ages 6-12 Mathematics

Skills Ideas

Working Mathematically

As children interact in the real world, with real life problems, they will be Working Mathematically using each of the five content strands below.

Number

Number refers to the development of number sense and confidence and competence in using concrete, mental, written and calculator techniques for solving problems. After children have gained a firm understanding of basic concepts such as place value, and developed strategies for using all operations with 2 and 3 digit numbers, formal written algorithms are introduced. This includes the substrands of :

- Whole Numbers
- Addition and Subtraction
- Multiplication and Division
- Fractions
- Decimals
- Integers
- Percentages
- Chance and Probability

Patterns and Algebra

Patterns and Algebra give the child the ability to develop algebraic thinking. It emphasizes number patterns and how numbers relate to each other. It encourages the child to replicate, complete, continue, describe, generalise and create repeating patterns and number patterns that increase or decrease. These number patterns can be formed using rhythmic or skip counting and can be used across the curriculum. In the late primary years, letters can represent numbers. Also, linear graphs and relationships can be introduced - practical work with mapping skills.

Data

Data is important so that children can develop the ability to understand, interpret and analyse information

Possible Strategies

Use every day real life experiences to develop number, space and measurement concepts and skills.

Develop mathematical vocabulary through real life and also through math story books and games;

Ask and answer questions

Setting the table,

Counting games

Math Board games

Music games and songs,

Cooking

Shopping

Water Play

Sand Play – measuring etc

Involve children in family or personal businesses;

- Money management
- Accounting
- Spreadsheets
- Sorting money

Transactions

Math CDs

Computer programs

displayed in a variety of graphs. It also includes transferring their findings into graphs.

Measurement

In the Measurement strand, the child compares, identifies and orders objects by the use of informal and formal units, selecting appropriate measuring tools to calculate length, weight, area and volume. The five sub-strands of Measurement are:

- Length (including perimeter)
- Area (and surface area)
- Volume and Capacity
- Mass
- Time.

Space and Geometry

In Space and Geometry, the child studies a variety of spatial forms and describes their shape, size, pattern, position and movement. In this strand, the child recognizes, visualizes, draws shapes and describes the features and properties of three-dimensional objects and two-dimensional shapes in static and dynamic situations. In the later primary years, the properties of solids, angles and geometrical figures is also part of the curriculum.

Many of the above skills can happen in real life learning - baking, shopping, sewing, budgeting, banking, measuring, reading and making maps and graphs. Make maths a part of your conversations through the day and you will find you have included a heap of these skills without needing to slave through endless examples.

Also, some Math CDs are useful to use maths to find clues or solve problems.

Math Games such as:

- Uno
- Dice games
- Card games
- MAB block games
- Sudoku
- Snakes and Ladders
- Battleship
- Ticket to Ride
- Mastermind
- Chess
- Building and Construction toys such as Lego, K-Nex, models, Lego robotics, woodwork,

Skip counting rhymes

graphing

Use everyday measuring tools within a natural context;

- Kitchen, bathroom scales and implements
- Rain gauges
- Thermometers,
- Timepieces,
- Rulers,
- Tape measures
- Calendars
- Spreadsheets and graphs
- Technology to solve problems

Practical experiences in hands on projects

Building and construction

Creating

Measuring

Painting and measuring quantities

Sculptures

Mapping skills

Sewing

Managing pocket money

Fundraising

Running a business

Reading Living Math Books – story books about mathematical concepts and ideas and also on famous mathematicians

Use a math textbooks appropriate to their needs and level to reinforce thinking skills and give opportunity to do repetitive math calculations for practice.

Ages 13-15

Generally, in these years, children are continuing to apply the basic skills which they have learned in the primary years and are applying these skills to more abstract knowledge in the form of Algebra 1 and 2 and Geometry.

The way in which you continue with math at this point is often dependent on the textbook or curriculum you want to use. Some texts will use a more spiral approach in which they touch all strands (Number, Patterns and Algebra, Data, Measurement, Space and Geometry) each year, building knowledge upon prior knowledge. Other texts will focus more specifically on a strand of knowledge and develop understanding in this field. (e.g. Algebra 1; Algebra 2; Geometry..)

In these years children are making connections between various operations, making judgements on applying their mathematical skills, so it is important that they have had a solid foundation on which to build these new skills.

Math CDs

Computer programs

Hands on Projects involving the real use of math – building projects, creating, improving designs,

Business development including spreadsheets, transactions, banking etc

Ages 15+

Completing further maths and the type of maths your child may do, will be dependent on the goals you have for your child and the field in which they are heading. If they are heading in a scientific field, yes, your child will be needing further math! In these years, your child may be ready for Trigonometry, Pre-Calculus and Calculus... and beyond.

Courses of interest

Ages 6-12 Science

Skills Ideas

Possible Strategies

Reading /Listening / Viewing

Listening- being read to and being able to comprehend and re-tell (narrate) what was being said.

Reading

- Non-Fiction- Living books/ Textbooks/ Encyclopedias / Internet articles and websites
- Topical interests studied in a unit study approach;
- Read widely about:
 - Physical Science
 - Life Science
 - Earth and Space
 - Science and Technology – the Material world (Built environments, information and products)
 - Scientists – including Australian Scientists, Inventions, innovations
 - Discoveries
- Famous People, Famous Events
- Famous Inventors/ Inventions
- Fiction- historical fiction
- Biographies
- Videos/ audio books
- You Tube videos
- Experiment Videos such as Supercharged Science,
- Free Internet Resources/ courses – such as Khan Academy,
- http://www.openculture.com//free_k-12_educational_resources

Observation

- Go on Nature Walks
- Take mental pictures of natural observations during nature walks, bush walks, camping trips, field trips etc
- Classify objects found on nature walks, beach walks etc
- Observe changes in physical surroundings over the seasons;
- Observe changes in the garden, veggie patch etc
- Collect specimens
- Make collections (rocks, plants, bugs, insects, flowers, twigs etc)
- Use Field Guides to identify nature items;

Writing / Recording

- Using a Science Notebook to
 - record findings;
 - to add Science notes or narrations on a topic;

Oral Narrations after some Science readings.
Copy some words/vocabulary in Science notebooks;
Copy oral narrations;

Listening to read aloud novels and stories.
Independent reading of books appropriate to their age and level.

Read from broad range of Science topics according to interests

Videos on science topics;
View creation science videos

Visiting Australian museum, Questacon, Science and Technology centres; Powerhouse Museum Sydney

Narrations/ Illustrations may be placed in their Science notebooks;

Go on nature walks, bush walks, beach walks.
Visit the zoo or have a zoo pass for a year and observe different animals each time you visit

Discussion

Interacting with others – at museums etc

Make a veggie patch and take notes/ drawings/ photographs of changes;
Select one plant to observe through seasonal changes;

Identify parts of a plant, animal. And other structures;

Make a collection of ... bugs, insects, butterflies, rocks, shells, leaves, seeds, nuts, eggs, feathers etc

Use a blank notebook to make drawings;

- to add drawings/ illustrations of nature, experiments, inventions;
- to keep records on personal reading;
- to add details about projects or project ideas;
- Write identification labels
- Create own field guide or collection;

Investigating/ Creating

- Conduct Science experiments
- Watch science experiments
- Discuss experiments
- Formalize the scientific process:
 - Ask a question- identify the problem.
 - Seek to find the answer - investigate the problem.
 - Form a hypothesis- a tentative answer to the question.
 - Collect data.
 - Observe and experiment to discover if the hypothesis is correct; answer the question.
 - Continue to explore- gather information, observe, and experiment to test the solution in light of any new conclusions.
- Create design projects to solve household problems;
- Improve a system in the house using design technology;
- Draw possible solutions/inventions to current real life problems;
- Use skills of measuring, calculating, slope, angle, positioning etc to complete a project;

Communicating

- Re-telling from their reading;
 - Describe and define;
 - Classify data by grouping according to similarities;
 - Discuss similarities;
 - Arrange according to categories;
 - Explain steps in classifying;
 - Use graphs to explain;
 - Mindmap to analyse information
- Solve a problem by:
- Expressing what you know
 - Define unknown terms
 - Describe in own words
 - Listen to others
 - Apply knowledge;
 - Test the result;
 - Express your findings

Presentation

- Create a Nature Journal
- Build a collection of rocks, plants, bugs, lizards, butterflies etc – discuss how to organize, mount, label, find new specimens, participate in newsgroups, forums etc;

Drawing from observation;
Copying pictures;

Write steps in conducting an experiment;

Draw the outcomes of the experiment

Use Science Kits to conduct experiments;

View You Tube or Educational Science videos;

Develop a collection of object around the house to use in Science:

- Bottles, jars
- Mechanical items,
- Hoses
- Pipes
- Timber
- Hardware items;
- Tools

Pull apart broken household items to see how they work; Try to put them back together;

Learn to fix items – such as computers etc

Give talks on collections and hobbies, research topics and areas of interest

Discuss the importance of technology and scientific inventions in their lives and in the future;

Develop collections and ways to show them;

Create opportunities to show off their interests via talks, interactions with others with similar interests, on a website, into a book/ magazine;

A photographic expression of the interest to show family and friends;

Ages 13-15

Reading:

- Above skills, plus:
- Wide reading of non fiction, fiction, biographies, topical reading, (as above)
- Creation magazines, AIG – grounding in Foundations of Science
- Worldview courses
- Answers in Genesis website
- Primary Source Documents
- About Design Projects – buildings, bridges, structures, designers
- For research projects and assignments

Observation:

- View creation and God's design elements
- View design structures and design elements in architecture and other projects
- View the history of technology;
- View the natural world – processes, cycles,

Writing:

- Compare different author's viewpoints on a similar topic.
- Writing about the significance of a Primary Source Document.
- Writing about the context of a scientist in time and location – their role and influence
- Writing argumentative essays on historical or present day issues.
- Writing cause and effect essays.
- Writing essays of comparison.
- Writing about the impact of scientific events on society.
- Writing about the influence of the geography on scientific inventions and technology;

Investigating/ Creating:

- Develop the Scientific process when conducting experiments
- Design Projects
- Develop problem solving skills when applied to everyday problems and possible solutions
- Gather information, research, reflect, design and build

In depth reading.

Research

Discuss the impact of inventions, technology, new discoveries

Research

Discuss

Visit museums

Nature walks,

Field trips, excursions

Science Journal/ notebook/ photographs

T- charts

Venn diagrams

Compare/contrast charts- graphic organizers

Essay Writing- variety of styles

Use of diagrams to show processes, design use, design steps etc

Create a personal inventions/ ideas book with drawings of improved designs

Hands on Projects:

Create design projects which will be useful in the family

Use a variety of materials, tools and techniques in project design

Learns safe use of tools

Includes: sewing, woodworking, outdoor structures, furniture, toys, games, models,

Communicating:

- Discuss scientific discoveries in history and the effects
- Discuss creation vs evolution
- Discuss evidence
- View and discuss current debates Retell – Give talks from reading and research
- Express problems and how to apply their knowledge and solve the problem.

Presentation:

- Make a powerpoint presentation of a design project
- Keep a Science Journal/ Notebook
- Make a video of a play or a working model.
- Write a web page on a theme/ character/ event.
- Research papers and talks

Evaluate problems and identify solutions

Discussion

Debate – and view debates from Answers in Genesis on creation vs evolution

Give talks

Drawing / Illustrating / Labeling

Working with computer technology.

Using video.

Web page writing.

Ages 15+

Reading:

Observation:

Writing:

Investigating/ Creating:

Presenting:

May use computer software / design to design a project

More in depth design projects

More in depth research projects

Courses of interest

Ages 6-10 –

History (Human Society and Its Environment)

Skills Ideas

Possible Strategies

Reading /Listening / Viewing

Listening- being read to and being able to comprehend and re-tell (narrate) what was being said.

Reading

- Non-Fiction- Living books/ Textbooks/ Encyclopaedias / Internet articles and websites
Read about: Culture- Way of Life, Society, Family, Government, Toys and Games, Art, Wars, Famous People, Famous Events
- Fiction- historical fiction
- Biographies
- Videos/ audio books

Writing

- Writing about people from the past.
- Re-tell the stories – first orally and then written narrations.
- Copying passages from biographies or primary source documents.
- Making a time-line – adding dates
- Draw maps of the places being studied;
- Draw a map of where you live.

Communicating

- Re-telling an historical event or life story of an historical character.
- Giving an oral report of a historical character.
- Memorize a famous speech.
- Discuss what it would be like to live in the time-period/ engage in the war/ be in a family at that time.
- Discuss differences in our lives now and in the past.
- Discuss the structure of a society – class, roles, occupations ; Compare this to our lives.

Presentation

- Copy a portrait of a famous person.
- Draw a time-line. Add details. Add your own details.
- Draw a map of where you live, and where the people you are reading about live.
- Draw a picture of the historical event.
- Make a model of an event or an invention.
- Make some art from the time period.- copy an artist/ make a mask/wall painting/ mosaic
- Play some games from the time period.
- Cook some of the foods from the past.
- Make a visual display board.
- Make a History Book.

Oral Narrations after some history readings.
Copy some words from the stories;
Copy oral narrations;

Listening to read aloud novels and stories.
Independent reading of books appropriate to their age and level.

Videos on history topics;

Visiting historical sites;

Meeting people from other cultures

Narrations/ Illustrations may be placed in their history books.
A time-line will be viewed and characters and events will be added as they are learned.
The children will place the events in order.

Discussion
Oral Narration
Recitation of a famous speech.

Interacting with others from different cultures;

Drawing
Copying work from Artists of the Time period
Mapping
Age-appropriate crafts may be incorporated into the history lesson.
Play-writing
Make a song

Ages 10-12

Reading/ Listening/ Viewing

- Biographies
- Primary Source Documents
- Reading aloud – speeches, orations
- For research projects and assignments

Listening and viewing
Independent Reading
Recitation
Research

Writing:

- Draw maps of the places being studied;
- Compare maps of the historical time period with where we live.
- Writing a story from the perspective of an historical character.
- Outlining – articles/ speeches/

Map drawings
Story writing
Written Narrations
Outlining articles

Communication:

- Discuss what it would be like to live in the time-period/ engage in the war/ be in a family at that time.
- Discuss differences in our lives now and in the past.
- Discuss the structure of a society – class, roles, occupations ; Compare this to our own life.
- Discuss government of the time period. Discuss similarities and differences between then and now.

Discussion:
From readings
Discuss Government
Discuss current events

Presentation:

- Make a time-period costume.
- Present a play.
- Play some games from the time period.
- Cook some of the foods from the past.
- Make a visual display board.
- Make a History portfolio.
- Create a song

Designing simple costumes- handcrafts.
Play writing
Making Games
Cooking
Display Boards
Song writing
Preparing a special day/ celebration

Ages 13-15

Reading:

- Primary Source Documents
- Reading aloud – speeches, orations
- For research projects and assignments

Writing:

- Comparing different author's viewpoints on a similar topic.
- Writing about the significance of a Primary Source Document.
- Writing about the context of a historical character in time and location.
- Writing argumentative essays on historical or present day issues.
- Writing cause and effect essays.
- Writing essays of comparison.
- Writing about the impact of historical events on society.
- Writing about the influence of the geography on historical events.

Communicating:

- Discuss the structure of a society – class, roles, occupations ; Compare this to our own life.
- Discuss government of the time period. Discuss similarities and differences between then and now.
- Discuss reasons for events.
- Discuss spiritual and moral consequences of events.
- Discuss cause and effect of the historical events and the famous characters involved.

Presentation:

- Make a powerpoint presentation.
- Make a History portfolio.
- Make a video of a play or a working model.
- Write a web page on a theme/ character/ event.

In depth reading.
Recitation
Research

T- charts
Venn diagrams
Compare/contrast charts- graphic organizers
Essay Writing- variety of styles

Discussion

Drawing
Working with computer technology.
Using video.
Web page writing.

Ages 15+

Reading:

- Philosophical/ Worldview readings
- Primary Source Documents

Writing:

- Writing the Research Paper

All Ages -

Personal Development, Health, Physical Education

Skills Ideas

Possible Strategies

Reading /Listening

Listening- being read to and being able to comprehend and re-tell (narrate) what was being said.

Reading

- Non-Fiction- Living books/ Textbooks/ Encyclopaedias / Internet articles and websites
- Topical interests studied in a unit study approach – age appropriate courses/ study
- Read widely about:
 - Nutrition
 - Health
 - Safety
 - Character Development
 - Exercise
- Stories emphasizing values and good character traits; - Value Tales; The Book of Virtues
- Famous people/ missionaries
- Biographies
- Videos – Veggie Tales / audio books
- You Tube videos
- Devotional Books for kids/teens
- Reading and discussing the Proverbs from the Bible;

Application:

- Preparing healthy meals and menus
- Engage in regular exercise
- Practice movement skills
- Regular social activities both within the family and the wider community
- Apply the rules of safety in everyday life situations such as crossing the road, safe bicycle practices,
- Develop skill level in physical activity to develop a range of physical skills as well as working with others in a team;
- Expressing compassion to others regardless of differences
- Show care for elderly, disabled citizens in our community
- Learning to resolve conflict
- Engage in community programs for various purposes,
- Volunteer work

Discussion:

- Safe care of medicines
- Correct use of medicine, drugs;
- Sharing with our siblings and friends;
- Healthy and unhealthy choices – life, nutrition, safety, values, morals, spiritual

Oral Narrations after some readings.

Listening to read aloud novels and character stories.

Independent reading of books appropriate to their age and level.

Read from broad range of Health topics according to interests

View videos and discuss content – such as good vs bad choices, life changing events and influential people, character values, veggie tales, inspirational life examples,

Study the lives of missionaries

Field trips when appropriate

Bible lessons/ family, personal devotions

Memorization of Bible verses

Bible based character training

Bible teaching/ catechism/ Bible history

Discussion of healthy food and life choices

Make a veggie patch to grow/ sell own produce;

Learn about hydroponics,

Companion planting,

Safe pesticides etc

Engage in physical exercise to develop:

- Ball skills
- Gross motor skills
- Athletic ability
- Stamina
- Strength
- Co-ordination
- Team work

Activities may include:

Gymnastics, Exercise classes, basketball, soccer, netball, aerobics, swimming, volleyball, running, athletic carnivals, cycling etc

Visit nursing homes,

Care for the elderly in the community, family, church contacts

Interacting with others – across the ages

- Human body development through a person's life
- Differences between race, colour, religion, special needs and how to love others
- Ways to solve conflicts
- Personal worth;
- How the cognitive, physical, social, emotional and spiritual aspects of our lives are all connected and influence our overall health
- Describe strategies to minimise harm in real life situations
- More in depth discussions with age and as needs arise;

Writing

In applying knowledge and understanding, we may write:

- Meal menus
- Nutritional ideas
- Exercise plans
- Biographies of famous people who have influenced history and our lives;
 - Showing positive character traits
 - Missionaries
 - Positive examples who have influenced culture;
- Writing of fables showing a moral lesson
- Re-telling, re-writing a well-known Aesop's fable;
- Writing about character traits
- Writing and reciting speeches showing those character traits
- Dividing the Proverbs into valuable lessons about character development
 - Writing the proverbs
 - Speaking on the proverbs
 - Developing an essay around the application of proverbs
- Using proverbs and maxims to develop essay topics as well as real stories and experiences from history;

Participate as participants and as leaders in church services, kids programs, community events, Sunday school, camps

Engage in acts of service to help others:

- Meals
- Gardening
- Shopping for others
- Gift giving
- Practical jobs
- Giving concerts and sharing musical talents

Discuss family values using Our Family Ways by Clark and Sally Clarkson; Develop your own Family Values List;

Use a blank notebook to make drawings/illustrations and writing on different topics being studied;

Create a recipe folder or box;
Write a menu plan;

Biographical writing / speeches
Essay writing
Create posters on Family Values
Create a poster/ display about Character Traits – copy verses

Create a Character Copybook under Character Headings and copy Bible verses below the headings;

Write stories from history which exemplify the character trait;
Copy stories/fables into this book;

Write a speech on good vs bad choices; Healthy living, Character traits, Examples of influential people in their lives etc.

Use graphic organizers or diagrams to express topical learning – T Charts, Venn Diagrams, Compare/Contrast etc

All Ages – Creative Arts

Skills Ideas

Reading /Listening

MUSIC:

Listening to Music

- Extending awareness of musical instruments, symbols and expression through music;
- Appreciation of a variety of musical genres

Listening/ Reading stories about:

- Musicians
- History of music – famous composers and musical time periods
- Living Books around Artistic period, famous composers and artists;
- Non-fiction – textbooks/ internet articles, websites

Reading about music theory

VISUAL ARTS:

Reading/Observation:

- Observe, Study, Discuss, Create Art through the study of art pieces by artists and by time periods;
- Art History through stories

DRAMA:

being read to and being able to comprehend and Read dramatic plays

DANCE:

- Non-Fiction- Living books/ Textbooks/ Encyclopaedias / Internet articles and websites, videos of dance as an art form and as cultural, social, historical expressions

PHOTOGRAPHIC and DIGITAL MEDIA

- View photographic exhibitions and discuss digital works;
- Discuss photographic and digital works within their historical context;

Skill Development:

MUSIC:

- Developing skills in playing music
- Practicing different styles of music
- Extending awareness of musical instruments, symbols and expression through music;
- Appreciation of a variety of musical genres

VISUAL ARTS:

- Make a variety of art works using different art forms and artistic techniques
- Re-create art works by observing artists and their stylistic techniques

Possible Strategies

Oral Narrations after some readings.

Listening to music on CDs, You Tube, Live music, musicals;

Books such as:

Gift of Music

Studies of pieces of music through: Classical Kids CDs and Classical Music Magic Cds, Beethoven's wig etc

Read aloud novels about famous artists and their lives, famous composers, historical fiction

Art History Books

Art Prints

Visiting various Art Galleries and Exhibitions;

Independent reading of books appropriate to their age and level.

Read plays, view videos of dramatic performances and discuss content, characters, scenes, acts, etc

View live shows when possible

View dance shows, dance forms in the context of historical, cultural expression;

Go to photographic and digital media exhibitions when possible; Discuss the use of variety of media and the historical context and purpose (propaganda, informative, statement..)

Field trips when appropriate

Learning an instrument;

Developing musical theory;

Joining in a band when possible;

Accompanying a variety of music with other instruments including percussion, shakers etc;

Create art through different forms and techniques including:

- a variety of mediums such as paint, clay, charcoal, decoupage, pencil, plaster, recycled materials, paper, card and craft materials.

Create individual works of art such as:

- painted canvas', sculptures, still life, collages, drawings, posters, etc.

DRAMA:

- Role playing;
- Recitation of speeches
- Create imagined situations in theatre environments;
- Theatre sports
- Drama games

DANCE:

- Develop dance skills through classes and movement;

PHOTOGRAPHIC and DIGITAL MEDIA

- Develop a broad range of skills in visual design, photography and digital media;
- Experiment with design, present finished work;
- develop their skills by working on their subject matter, ideas, framing, technique and perspective.

VISUAL DESIGN

- Develop skills across some of the visual design activities : Print, Object, Space-Time;
- **Follow a procedure** to make a design work:
 - analyse the visual design concept
 - brainstorm ideas related to the visual design concept
 - research visual designers and their works
 - collect images and materials related to the visual design concept
 - develop ideas using small sketches in visual design journal
 - experiment with materials and processes to make visual design artworks and prototypes
 - present finished visual design artworks for exhibition or audience response
 - respond verbally or in writing about visual design artworks

If possible, market the product to sell or produce in bulk;

Enjoy art in the context of other studies: costume making, architectural models using paper mache, art in history;

Practice using the elements of art: Line, Colour, Texture, Space and Mass, Form, Value

Use inspiration from artists to copy their art techniques and styles;

Play games such as Pictionary;

Use role play across the curriculum;

Play charades;

Puppet plays – create and perform

Recite famous speeches;

Create speeches and monologues;

Develop drama skills through games and impromptu situations etc

Attend dance classes as needed and when appropriate;

Attend photographic courses as needed and when appropriate;

Use Computers in design development;

Digital Media software/ courses

Different aspects of visual design activities

Print

– publications and information

– illustrations and cartooning

– interactive and multimedia

– advertising and communication

Explore the use of a range of text types and formats to communicate ideas and interests –

layout, font size, text colour, symbols, logo, comic

book design – can be used across subject areas

and in the context of family, church, leadership

activities e.g.- Publishing advertisements,

brochures, posters, illustrations, cartoons, book

designs, board games, card games, invitations,

Object

– clothing and image

– jewellery and accessories

– textiles

– packaging

– furniture

– commercial and industrial

Explore a range of objects in terms of their

function, aesthetic and decorative features, for

whom they were made; Create patterns,

clothing, things to sell, jewellery, woodwork/metal

work projects;

Space-Time

– web design

– interactives

Self Expression/ Performance:

- Use opportunities to create, compose, perform and express creative arts through dance, movement, photography, visual arts and design, drama and music;

Writing

In applying knowledge and understanding, we may write:

- On Famous People – artists, composers, musicians, bands, dramatic groups, photographers, actors, actresses;
- Historical time periods – Art History;
- Musical History
- Artistic forms including music and dance in the context of cultural history;
- The use of Art through history;
- Art forms as a means of communication;
- Interpretation and Analysis of Art in the form of music, visual art, drama, dance, photography etc;
- Dramatic scripts
- Musical pieces to perform or use with others for a variety of reasons and audiences;

- holographics and virtual realities
- structures and environments
- sound and lighting

Explore the ways in which information technology impacts on people and their environments; Use computer technology to create 3D animations, computer games, computer apps, websites, backdrops, sound/lighting for drama performances etc

Performance Activities may include:

Dramatic Performances – to a wide variety of audiences including family, elderly at a nursing home, guests, Holiday Clubs, Kids Clubs, Church activities, camps, theatre audiences;

Drama – both scripted drama and impromptu dramatic performance;

Art work may be exhibited:

At home, for family, on websites, at the Library open days, shopping centres for special exhibitions, galleries where courses are taken;

Music may be created, composed and performed at:

Home, Church, youth activities, camps, family gatherings, nursing homes, Holiday clubs, Kids clubs, concerts and other opportunities;

May use notebooks to record, plan, design, respond, analyse variety of creative arts;

Appreciate:

- A variety of art forms and media
- Enjoy viewing and participating in dramatic productions;
- Appreciate the diverse cultural expressions of art
- Enjoy performing and listening to a variety of music;

Enjoy different cultural experiences, dramatic and musical performances, both amateur and professional;

I sincerely hope that these pages of Skills and Strategies will be useful to you as you educate your children at home.

Think of it as a list of possibilities – ideas which may work for your family.

If you have other questions or would like to ask a question, please feel free to contact me via my Contact Form on my website.

www.design-your-homeschool.com

Marianne Vanderkolk

Sharing the Journey with you Marianne

