

# *Daily Rhythm Pre-K to 2<sup>nd</sup>*

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The order of lessons does not matter, but that you ebb and flow one subject into the other allowing for overlap/weave along with longer/shorter times per subject as needed is important. In other words, math may be first and 15 minutes one day and last and 45 minutes another day. Spelling rules may be on for 2 weeks and off for 2 weeks.

Grades Pre-K- early 3<sup>rd</sup> should be child-led and parent-guided. You are the engine and your child's inspiration to model the art of becoming educated. If you are squeezing them in amidst your screen alerts and work it may not be as successful as if you were able to devote 15 minutes each hour to playing school (learning, reviewing, singing, reading, etc). As the 'engine' you will offer up today's excitement, provide the settings and materials, give explanations, and keep your child(ren) on task.

Be flexible and shift subjects & rhythm as indicated by the child(ren)'s understanding and behavior. That being said, the child(ren) should be able to expect ordered and planned lessons, reviews, and exposition (showing what they know) each day. Children love to 'teach' what they are learning. This indicates mastery and is a beautiful thing!

Change up your classroom to be outside as often as possible during these early years. You can do marching math, skipping spelling rules, alphabet and history story sidewalk chalk illustrations (as you sit nearby and read aloud, explore/discover/create, nature walks with sketches, trampoline memory practice, jumping jacks history songs, math stories with stones, and so much more.

Plan what lessons will look like for each texts or workbook you might use but make your plans flexible and able to scale up or down as needed. For example: [English for the Thoughtful Child, Volume 1](#) . There are 61 lessons, you could do 2 lessons each week with a review of lessons and presentation of the next lesson each time you snuggle in for a lesson. Some of the lessons are more intense than others, so be prepared to ebb/flow according to your child's ability and joy. Not all lessons must be joy filled and happy, but frustrated tears (not a tantrum) are an indication of too much. Remain the one who dictates lessons, but re-scale lessons and expectations. Sometimes even dropping the lessons/books for another year is the right move.

Invite your other Littler-s into your learning moments. That is truly why they are trying to gain your attention. In doing this, when it is their turn to do the more intense work they will have all the necessary practice in listening, obeying, modeling, and knowing that education is the culture of your home and not just something that must be gotten out of the way.

# Suggestions

**Read Aloud:** Read DAILY through a rich Charlotte Mason or classical literature list. These books should be read by mom/dad, practiced or read by student to mom/dad/sibling (if able), and re-read again (and again) by mom/dad/child. If you can go through a book 3 times that is best! Mastery comes through understanding. Understanding comes through familiarity. Familiarity comes through repetition.

**Narration/tell back:** This simple yet rich method of review/discussion is the easiest way to work on reading comprehension- ask questions along the way. After a sentence, after a paragraph, after a page- but *never* more than a full page as that is overwhelming even to a college student.

**Grammar:** Practice grammar songs found on YouTube, made by your, or other locations. Daily Grammar Practice by Dawn Burnette is an amazing place to begin. Go slow with the only goal being mastery of material for both student(s) and teacher.

**Spelling Rules:** These are best taught before reading lessons begin as you will find them a nice reminder when teaching phonics OR for struggling readers, especially dyslexics as they make sense out of the many strange events in the English language/phonics.

Introduce them one at a time and build upon them by reviewing/practicing them daily toward mastery. These rules help markedly with reading and spelling, but the neurological connections gained through mastery open up whole other portions of our brains. *Link found in Member Welcome email sent upon joining/renewing with Faithful Scholars.*

**Composition Concepts:** **Better titled From Sentence to Story:** This ought not be formal (or even accomplished if it does not draw you in), but teaching children quality words and sentence while being able to create their own teaches deeper than most of my high school (composition/sentence) lectures are able to accomplish. It will create a lovely bridge when it is time to add in composition and formal writing (3<sup>rd</sup> grade for girls and 4<sup>th</sup> grade for boys, in general). Play games of creating silly sentences that say something boring and then, using as few words as possible, make it more exciting.

If you have a beginning writer take them from quality word to rich sentence by giving suggestions and leading them with options/suggestions. Once they are reading on their own, give them the task of bringing in lovely words/sentences from their own reading. Do not work toward paragraphs/papers unless your child indicates readiness. Using this method, they will often go there of their own accord creating stories and books in their free time (this ought also to be seen/counted as learning ☺).

Don't get caught up with spelling, organization, structure. Do get all jazzed up about quality words and interesting sentences. EX. The boy went to the store. Vs. The lad skipped to the market.

**Math Facts:** These go along with the math curriculum you have decided upon for home, consider adding alongside:

Speed Drills & Memorization Mastery, Flash cards, CC Multiplication (songs) 1-12

Bean Box Math: use dried beans of all types to group, count, organize, separate, measure, create stories, etc

Measure anything with rulers, cups, teaspoons from the kitchen—you can bake a treat for lunch if we pre plan or make lemonade for your class or such; measure height and graph tall to short and do again at the end of the year. There is probably a pole or bit of wood in the garage we can use as a measuring staff to mark and label and save for multiple measurements.

**Nature Walk:** Go outside to move about slowly using skills of observation until something catches your/child's interest. Seeing a spider is not 'seeing' a spider. One must sit still, quietly, barely breathing, watching, expecting until the spider does something. Through observation questions are formed and learning is accomplished with ease, depth, and lasting beauty. The skill of quieting down, being still and observing is a lost art. One which allows a person to move themselves from chaos/anxiety to quiet/peace. It is a hidden gem that is lost to the modern educational approach. We have forgotten that every academic journey begins with a question. Questions are the key to learning (active verb) that ignites our soul toward the joy of education. Modern education would have us believe questions indicate stupidity. When my students ask a question or get a question wrong, I celebrate that they are in the right place- poised for learning!

Back to Nature Walks: Do a rough sketch (sketch book or sidewalk chalk) of your subject of interest to add details/color later- possibly from a photograph. Read books about the subject, research fun facts, and continue the same observation for as long as you like. Teach them to make several sketches on the same page as well as notes. Teach from Claire Walker's book Keeping a Nature Journal. They have a workbook that is sweet or this one is very simple

[https://www.amazon.com/Nature-Journal-Notebook-Journaling-Sketching/dp/1986497240/ref=sr\\_1\\_1?dchild=1&keywords=nature+journal+isbn+9781986497244&qid=1595882583&sr=8-](https://www.amazon.com/Nature-Journal-Notebook-Journaling-Sketching/dp/1986497240/ref=sr_1_1?dchild=1&keywords=nature+journal+isbn+9781986497244&qid=1595882583&sr=8-1)

[1](#) Other great science read-alouds: Madame How and Lady Why, Hand Book of Nature.

**Science:** Nature studies are science, but often our children also want to explore beyond. Build a library of children's books, reference books, any books based upon any/all science concepts. This is a great 'free time' or 'quiet time' activity where they are *allowed to* read from this section of books on the bookshelf. Scarcity makes consumers of us all- even our children. ☺ In our home, the children could get me to do/allow just about anything with the words, "I have a great science idea...."

**Hand Writing Readiness: (AKA Art)** The beauty of handwriting matters and should be encouraged but, at the early ages (0-8) only through a relaxed positive artistic approach and never through a punitive approach or they will be turned off for a lifetime. All children begin as curious artistic

beings. We parents take ahold and push them further and faster than they are ready, but if we are able to temper our excitement and allow them to proceed steadily but at their own pace without criticism of how to 'better and better', they will continue with very little guidance or prodding needed.

If they are writing their names, a positive approach to sloppy or limited handwriting might be to select the best letter and state, "This letter is great. Keep up the great work!" Truly, that is all that ought to be necessary.

**History through Literature:** Read aloud A Child's History of the World (or other) including discussion as the first chapters mention that some believe in a very old earth (millions/billions) and some believe in a very young earth (thousands) but this is the theory that we believe based upon \_\_\_\_\_. Ultimately, we won't know the real answer until Heaven. For now we can just learn all we can to make logical conclusions. It will become clear that this author thinks he can believe both which is the one thing that does not make sense. I have always wanted my children to know both theories so as to be able to converse or debate (any topic) intelligently.

As you read aloud, the child(ren) should be drawing something of which you are reading or building something from blocks or from Legos based upon what you are reading. For non-writers, make notes under their drawings, add to a notebook, and build your own history book over the year.

History can be studied in a timeline or by events of interest. At this point it is more about realizing that we are a small point of a very large picture.

### *Little Notes on Reading and Read Alouds*

A child is ready to begin learning to read when their first big tooth is growing in. This seems late according to public school measures, but according to psychology, emotional readiness, and becoming a proficient and life-long learner, the evidence points to holding off until this big tooth makes his/her appearance. Most of us cannot temper ourselves, but those who do sing the praises of waiting. I have done both and absolutely agree with what I term The Waldorf reading timing.

Once your child begins reading, have your student take turns reading aloud a word, a sentence, or more as time allows. The goal is for the children to work diligently to practice their read aloud skills and practice selflessness as they learn to enjoy sharing the spotlight. If your child is shy or just learning how to read, have them snuggle with you and help them sound out words. Begin small and grow but be consistent. For the students who are good readers allow them to read an extra sentence or two so the time it takes is not in stark contrast with another beginning reader.

When you read to your student(s) always note their drawings/Lego/block creations, write down its meaning, and ask what they remember of the reading. This will keep them from day dreaming or learning to check out.

If there is still time left over or they feel their picture is complete, you can teach them how to do form drawing around the edges of their papers. For this, I would do VERY simple ones that you can show on the board OR make copies for them to look at and copy onto their own papers to border their pictures like a frame. Note: form drawing lessons might be something taught at another time in order that it is ready to be utilized when called for.

Enjoy your days and view all events as opportunities to observe, learn, teach, grow, and create a culture of education within your home.

Acknowledge that some days will simply not be enjoyable. Give yourself permission, without your little ones knowing, to take the rest of the day off from struggling through lessons by having your children complete the task on hand, shift the day to play day, grab a notebook/pen, relax and (you) observe/note all of the things your child(ren) engage in over the day that can be classified as learning. Through this simple (seeming) indulgence, you will be heartened today and tomorrow will be much better!

If you find yourself on the ledge every day, consider that you may be trying to replicate a brick-and-mortar school in your home or trying to measure up to someone else's expectations. If this happens, please do not waste a moment but reach out to me and let's talk you off the ledge and back to joy. [katie@faithfulscholars.com](mailto:katie@faithfulscholars.com)

It is in the 'question' that the child finds joy and fulfillment. It is in the 'completion of the question' that the mom/dad finds fulfillment. Don't confuse the two. 😊