

Unit 1 Summary

Unit 1: What is history?

This unit lasts as long as it lasts, and it was designed as a slow start. It could be done in a couple of weeks, but needn't be.

Materials that have a link are available free online.

Books required:

[Useborn World History](#)

[The Story of the World](#)

[The Story of US](#)

[The DK History of the World](#)

[Child's History of the World](#)

[What Your First Grader Needs to Know](#)

[A Child's Garden of Verses](#) by Robert Louis Stevenson

[The Young Folk's Book Of Invention](#) By T. C. Bridges

[Pinocchio](#) by Carlo Collodi

Additional Stories

[Olaf, or, The Fairy Gifts](#) (a story) by Mrs Colles

[The Habits of Insects: Spiders](#) by Rev. A. Thornley

[The Purple Jar](#) - a story by Maria Edgeworth

Multimedia

Mozzie Spanish

History - What is history?

[The Story of the World](#): pages 13- 18

[The Story of US](#): pages 11-13

[The DK History of the World](#) pages 9-19

[What Your First Grader Needs to Know](#): page 111 History: Everyone's story

[Useborn World History](#): Pages 13-77 Evolution up to early man

[Child's History of the World](#) Pages 3-10

Literature

[Pinocchio](#) by Carlo Collodi

[Olaf, or, The Fairy Gifts](#) (a story) by Mrs Colles *(I made some changes to this one for our use and you may want to do the same)*

Poetry

[A Child's Garden of Verses](#): a poem a week

Science

One hour per day of "noticing" and nature study (and playing outdoors)

[The Habits of Insects: Spiders](#) by Rev. A. Thornley

[The Young Folk's Book Of Invention](#) By T. C. Bridges

Chapter I Primitive Inventions

(I made some changes to this one for our use and you may want to do the same)

Character Development

[The Purple Jar](#) - a story by Maria Edgeworth

Language

Mozzie Spanish 1/2 hour per day

Math

15 minutes of practice per day

Math at this stage should be largely conceptual. The object of the exercise is to familiarize the child with the principles of addition and subtraction, and take these notions from the laborious exercise of reason and develop them to the point that many simple addition and subtraction sums are known by rote, and the others can be easily calculated.

The child takes the mathematical notion of number from a thing that has to be established as true in every case, to a place where the facts are established as always true, and therefore can be committed to memory as reliable information.

It is vitally important that the child NEVER be left to GUESS any mathematical problem. A problem for which the answer is not readily known must be worked through in a reliable manner until both the answer, and the method of arriving at it, are clearly understood. There are many reliable methods for arriving at answers to mathematical problems, no one approach is better than another, but finding an approach that does not involve or allow guesswork is very important.

If the child is writing, then numbers can be added to the writing work. The child should be introduced to formal mathematical notation so that he can read a mathematical problem in one of the standard formats and know what it is asking.

Methods to reinforce number facts, like playing games that involve rolling two dice, dominoes, and the like should get the student to the point where he or she can reliably recognize groups of dots or objects as numbers.

The principle of addition needs to be reinforced and the principle of subtraction can be introduced. Fractions should come later, and should NOT include probability.