



HOMESCHOOLINGTORAH

Take a peek inside.



SAMPLES THAT YOU CAN PRINT AND TOUCH.

Ready to Print

Do you prefer having a printed lesson to look at each day? Most parents do!

Homeschooling Torah is an "online" curriculum, but we give you monthly PDFs so you can print them... punch holes... and have everything printed and ready to use.

It's economical, convenient, and easy!



Samples of Teacher Pages

In the "Time" column, plan your schedule for the week.

Together School Planner

Date 7-13-17

Time:

	Week	Day 1	Day 2	Day 3	Day 4	Day 5
8:00 ✓ Bible	3	✓	✓	✓	✓	✓
8:30 ✓ Chores	3	✓	✓	✓	✓	✓
✓ - Preschool Time	3	✓	✓	✓	✓	✓
✓ - Phonics	3	✓	✓	✓	✓	✓
✓ - Spelling/Vocabulary	3	✓	✓	✓	✓	✓
10:00 Math						
✓ - K/1	3	✓	✓	✓	✓	✓
✓ - 2/3	2	✓	✓	✓	✓	✓
✓ - 4/8	3	✓	✓	✓	✓	✓
- Advanced						
11:00 Break Time						
12:00 Together School						
✓ - Hebrew	1	✓	✓	✓		
✓ - Poetry	1	✓	✓	✓		
✓ - Music	1	✓	✓	✓		
12:30 ✓ History	3	✓	✓	✓	✓	✓
1:00 ✓ Grammar/Writing	3	✓	✓	✓	✓	✓
1:15 Break Time						
1:30 ✓ Copywork Time	3	✓	✓	✓	✓	✓
✓ Independent Assignments		✓	✓	✓	✓	✓
2:00 LUNCH						
✓ - Oral Language (at lunch)	1	✓	✓	✓		
2:30 ✓ Science	2	✓	✓	✓		
3:00 ✓ Assignment Check		✓	✓	✓	✓	✓
✓ P.E.	1	✓		✓		
✓ Art/Craft/Family Projects				✓		
Planning Ahead:		Preschool:				
<input type="checkbox"/> Menu for Week		<input type="checkbox"/> Learning Time				
<input type="checkbox"/> Weekly Housekeeping Job		<input type="checkbox"/> Creating Time				
<input type="checkbox"/> Print Lesson Plans		<input type="checkbox"/> Building Time				
<input type="checkbox"/> Print Student Assignments		<input type="checkbox"/> Outside Time				
<input type="checkbox"/>		<input type="checkbox"/> Resting Time				

When printing this week's lessons, place a ✓ next to each subject.

On different weeks in each subject? It's okay! Just write the week number next to each subject.

Some subjects don't need to be done daily.

Your planner can help you stay organized all around the house!

Keep previous weeks' planners as a record of attendance and what was accomplished.

Homeschooling Torah

Curriculum Overview

Early Years					Middle Years					High School						
	Kindergarten Age 5-6	1st Grade Age 6-7	2nd Grade Age 7-8	3rd Grade Age 8-9	4th Grade Age 9-10	5th Grade Age 10-11	6th Grade Age 11-12	7th Grade Age 12-13	8th Grade Age 13-14	9th Grade Age 14-15	10th Grade Age 15-16	11th Grade Age 16-17	12th Grade Age 17-18			
Together School:	You can do Bible, History, and Science with all of your children (K-12th grades) together:															
Bible	Choose ONE: - Foundations 1 (Old Testament Survey) - Foundations of Torah (Genesis to Deuteronomy) - Foundations of Nakh (Joshua to Malachi) - Foundations of the Apostolic Scriptures (Matthew to Revelation)															
History	Choose ONE: - World History Year 1 (Ancient History) - World History Year 2 (Babylon, Persia, Greece, and Rome) - World History Year 3 (Middle Ages) - World History Year 4 (Reformation to Modern Times) - American History - Geography															
Science	Choose ONE: (We ask you to do these in order, because topics build on each other. - Science Year 1 (Science in Creation) - Science Year 2 (Science in the Flood) - Science Year 3 (Science in the Torah) - Science Year 4 (Science in History)															
Subjects by Grade:																
Language Arts	Word Power K	Word Power 1	Word Power 2	Word Power 3	Word Power 4*	Word Power 5*	Word Power 6*	Word Power 7*	Word Power 8*	(High School: You may choose one or more of the following. Keep your state and/or college requirements in mind.)						
					Spelling Level 3	Spelling Level 4	Spelling Level 5	Vocabulary	Typing	Grammar & Oral Language Grammar Review Writing & Research Paper Writing Prompts & Literary Research Paper						
					Writing Prompts	Grammar (lessons 1-90)	Oral Language	Writing	Writing Prompts							
Math	Arithmetic K/1	Arithmetic K/1	Arithmetic 2/3	Arithmetic 2/3	Arithmetic 4-8	Arithmetic 4-8	Arithmetic 4-8 (Year 2)	Arithmetic 4-8 (Year 2)								
Solo Work:																
Copywork	Copywork K	Copywork 1	Copywork 2	Copywork 3	Copywork 4	Copywork 5	Copywork 6	Copywork 7	Copywork 8	Copywork 9	Copywork 10	Copywork 11	Copywork 12			
Bible Reading				Easy Torah	Easy OT	Easy OT/ Gospels	OT	NT	Entire Bible	Entire Bible	Entire Bible	Entire Bible	Entire Bible			
Reading/Literature		Word Power Reader 1	Word Power Reader 2	Word Power Reader 3	Word Power Reader 4*	Word Power Reader 5*	Word Power Reader 6*	Word Power Reader 7*	Word Power Reader 8*							
					We recommend having each student read a chapter per day from a chapter book -- or more, if they are interested!									High School Literature (American)	High School Literature (English)	High School Literature (World)
Electives You Could Do Together:																
Hebrew																
Torah Crafts																
Art																
Chores																
P.E./Health																
Music																
Other Electives:																
Foreign Language																
Speech Club																
Piano or Private Music Lessons																
Volunteering, Community Service																
(High School: Keep your state and/or college requirements in mind when choosing electives.)																

** The Word Power series will be finished Winter 2022/2023.*

Our Method

Hear

We help our children "listen with intelligence" and to understand what we are teaching them.

Learn

We "goad" and repeat and remind, to help our children remember what they have learned with discussion and writing skills.

Keep

We help our children "guard" what has been learned through long-term memorization and testing.

Do

Going to school isn't the point. Learning facts isn't the goal. Learning should bring about a "change" in behavior.

*"Hear, O Israel, the statutes and judgments which I speak in your ears this day, that ye may learn them, and keep, and do them."
Deuteronomy 5:1*



Bible

Bible is REALLY the foundation! In fact, it's probably a major reason you decided to join HomeschoolingTorah!

We highly recommend that you start each school day with Bible Time. This is a subject you can do with your entire family, no matter their age or grade.



HOLY
BIBLE

Bible Courses:

Torah

Foundations of Torah is a full-year plan to studying the Torah, including 54 weeks of traditional Torah-portion readings, as well as additional readings for the biblical feast days. We will study verse-by-verse through Genesis, Exodus, Leviticus, Numbers, and Deuteronomy. 54 Weeks, Grades K-12

Nakh

Nakh Foundations is a one-year plan to studying the Tanakh (Old Testament), specifically the Prophets and Writings. We will begin at the book of Joshua and continue through a survey of the Old Testament. 54 Weeks, Grades K-12

Apostolic Scriptures

Foundations of Apostolic Scriptures is a full-year plan to studying the New Testament, including 52 weeks of traditional Torah-portion readings. We will study verse-by-verse through the entire New Testament. 54 Weeks, Grades K-12

Foundations

Foundations 1: Preparation for Christ will study an overview of major Old Testament stories, preparing your children for the coming of Messiah by presenting them with a clear picture of God's nature and character, as well as the nature and character of sinful mankind. They will learn about the necessity of the Torah and about God's plan to provide a Savior from sin. They will have a clear understanding of their place in God's plan. 36 Weeks, Grades K-12



Samples of Torah

B'reisheet בְּרֵאשִׁית "In the Beginning"					
(Genesis 1:1 - 6:8)					
	Day 1	Day 2	Day 3	Day 4	Day 5
Prayer Time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Memory Verse	<input type="checkbox"/> Discover memory verse	<input type="checkbox"/>	<input type="checkbox"/> Motions	<input type="checkbox"/> Contexts	<input type="checkbox"/> Text
Read and Discuss the Parashah	<input type="checkbox"/> Genesis 1:1-2:3	<input type="checkbox"/> Genesis 2:4-3:24	<input type="checkbox"/> Genesis 4	<input type="checkbox"/> Genesis 5:1-6:8	<input type="checkbox"/> Haftarah: Isaiah 42:5-43:10
Bible Drill	<input type="checkbox"/>	<input type="checkbox"/> Bible drill	<input type="checkbox"/>	<input type="checkbox"/> Bible drill	<input type="checkbox"/>
Homework	<input type="checkbox"/> Homework	<input type="checkbox"/> Copy memory verse	<input type="checkbox"/> Other activities	<input type="checkbox"/>	<input type="checkbox"/> Journals

Teacher's Notes:

Memory Verse:

Hebrews 11:3 (WEB) – "By faith, we understand that the universe has been framed by the word of God, so that what is seen has not been made out of things which are visible."

Bible Drill:

Tuesday - The Word is...

- ☐ Psalm 119:105
- ☐ Ephesians 5:26
- ☐ John 1:14
- ☐ Hebrews 4:12
- ☐ James 1:25

Thursday - The Word is...

- ☐ John 1:3
- ☐ Jeremiah 23:29
- ☐ Ephesians 6:17
- ☐ Jeremiah 20:9
- ☐ Revelation 19:13

Prayer Requests this Week:

Activities to Practice:

2 weeks (Genesis 1:1-6:8) | 23

B'reisheet - Discussion & Activities

Day 1 - Genesis 1:1-2:3

- ☐ According to Genesis 1:3, how did YHWH create the world?

According to Genesis 1:3, YHWH created the world by His Word: "And God said."

Look up John 1:3, 9:38 and Hebrews 11:3. How did God create the world? In John 1:3, we learn that God created the world by the Word. In John 1:9-10, we learn that the "Light" made the world. This Light is Yeshua, according to John 1:14.

In Hebrews 11:3, we learn that the world was "fashioned" - or created, by the word of God.

- ☐ Discuss some ways that we are made in the image of God. (See Genesis 1:27.)

To be made in the image of God means that we can make things like He can (although we can't create out of nothing or with His power and might). We are "creators" like He is!

You may also wish to read Genesis 5:2, Psalm 8:1-9, and 1 Corinthians 11:7.

We are made as "male and female" (Genesis 5:2) and able to reproduce children, and we have dominion over His creation (Psalm 8). Genesis 1:27 and 1 Corinthians 11:7 both seem to say that man was made in God's image but that the woman was made in the image of man, just as children are made in the image of their parents. We look just like them!

- ☐ Using a Strong's concordance, look up the words "ended" and "rested" in Genesis 2:2. What do these words mean in Hebrew? Why did God cease from His labor?

(Note: We will frequently use a Strong's concordance in this curriculum. You may wish to use <http://blueletterbible.org> online.)

ended - Strong's H2332, *akalah* to accomplish, to end, to complete.

rested - Strong's H7673, *shakal* to cease, to repose (rest).

- ☐ Sing the fun Creation song at the end of this week's lesson.

Day 2 - Genesis 2:4-3:24

- ☐ Look up the Hebrew meaning of the name "Adam." (See Genesis 2:19-20.)

Adam - Strong's H120, *adam* earthy (red), from the ground.

- ☐ Look up the Hebrew meaning of the name "Eve." (See Genesis 3:20.)

Eve - Strong's H2332, *chayah* life-gives.

- ☐ According to Genesis 1:26-30 and Genesis 2:15, what was man's job? According to Genesis 1:28, God told man to be fruitful and multiply (have children) and to fill the earth. Man was also to subdue the earth and have dominion over the fish, the birds, and every living thing. According to Genesis 2:15, man was put into the garden to dress it (work in it to make it beautiful) and keep (guard) it.

- ☐ One way the serpent tempted Eve was to cause her to doubt what God really said. (See Genesis 3:1.) Look up these kinds of temptation listed in 1 John 2:16.

1 John 2:16 lists these three temptations: (1) the lust of the flesh, (2) the lust of the eyes, and (3) the pride of life.

How did Yeshua defeat temptation in Matthew 4:4, 7, and 10? Yeshua defeated temptation by quoting Scripture ("it is written").

You might also wish to read Ephesians 6:10-18.

Ephesians 6:10-18 tells us to put on the whole armor of God, and one of those pieces is the "word of the Spirit, which is the word of God" (verse 17).

2 weeks (Genesis 1:1-6:8) | 23

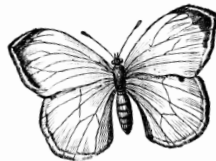
B'reisheet | "In the Beginning"

Genesis 1:1 - 6:8

Copy the Hebrew letter:

Daily Readings:

- ☐ Genesis 1:1 - 2:3
- ☐ Genesis 2:4 - 3:24
- ☐ Genesis 4
- ☐ Genesis 5:1 - 6:8
- ☐ Isaiah 42:5 - 43:10



I am thankful for:

I am praying for:

2 weeks (Genesis 1:1 - 6:8) | 13

By faith, we understand that the universe has been framed by the word of God, so that what is seen has not been made out of things which are visible.

Copy the verse:

What did you learn?

This Week's Memory Verse:
Hebrews 11:3 (WEB) – "By faith, we understand that the universe has been framed by the word of God, so that what is seen has not been made out of things which are visible."

What verse should I reread?

What example should I follow?

What promises are given?


What commands did I learn?

How does this passage point to the Messiah?

What do I need most to apply to my life today?

See a 3-week sample of each of our courses at homeschoolingtorah.com/samples.

What Bible Looks Like on the Website...




MEMBER HOMEROADMAPSFAVORITESCOMMUNITYMY ACCOUNTSUPPORTLOG OUT

BIBLETIMEHISTORYSCIENCELANGUAGE ARTSMATHELECTIVESSOLO WORKPRESCHOOLRESOURCES

B'REISHEET (GENESIS)


Bible – Torah

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We will spend 12 weeks studying the book of Genesis, which is called *B'reisheet* in Hebrew.

1. B'reisheet (Genesis 1:1-6:8)
2. Noach (Genesis 6:9-11:32)
3. Lech Lecha (Genesis 12:1-17:27)
4. Vayera (Genesis 18:1-22:24)
5. Chayei Sarah (Genesis 23:1-25:18)
6. Toldot (Genesis 25:19-28:9)
7. Vayetzei (Genesis 28:10-32:3)
8. Vayishlach (Genesis 32:4-36:43)
9. Vayeshev (Genesis 37-40)
10. Miketz (Genesis 41:1-44:17)
11. Vayigash (Genesis 44:18-47:27)
12. Vayechi (Genesis 47:28-50:26)



LESSONS IN THIS COURSE:

TORAH – INTRODUCTION

TORAH – VERSES FOR YOUR WALL

B'REISHEET (GENESIS)

SHEMOT (EXODUS)


VAYIKRA (LEVITICUS)

BAMIDBAR (NUMBERS)

DEVARIM (DEUTERONOMY)

BIBLICAL FEASTS

DOWNLOADS FOR THIS COURSE

 SCRIPTURE READING SCHEDULE 2020-2021

Before getting started, download the lessons below. Print them and place them into your binders.

The Parent/Teacher curriculum below is the heart of the curriculum. The journals are optional.

DOWNLOADS FOR THIS LESSON

PDF

Torah – B'reisheet (Genesis) – Parent/Teacher

PDF

Torah – B'reisheet (Genesis) – Early Years

PDF

Torah – B'reisheet (Genesis) – Middle Years

PDF

Torah – B'reisheet (Genesis) – High School

LINK

Websites Mentioned in These Lessons

PREV LESSON

NEXT LESSON

Preschool

Our gentle preschool lessons suggest activities you can do together — as well as activities your child can do while you work with any older children.

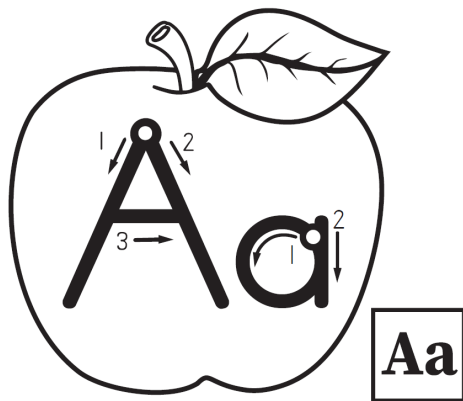
Our lesson plans are based on 5 activities we recommend for preschoolers each day. We believe in short, easy lessons.

- Learning Time – We'll give you short and pleasurable ideas for basic life skills that all preschoolers should learn, from Scripture memory work, ABCs, 123s, telling time, manners, and more.
- Creative Time – We'll recommend fun table-time activities your preschoolers can work on by themselves, with you or an older sibling in the room.
- Building Time – We'll suggest hands-on playtime activities that will help your preschoolers develop self-control, imagination, and attention-building skills.
- Outside Time – We'll recommend ways to encourage your preschoolers to play outside, weather permitting, or at least to get up and moving inside.
- Rest Time – We'll give gentle ideas for ways your youngest children can rest, relax, and get away from the over-stimulation that often occurs in a busy, homeschooling household.



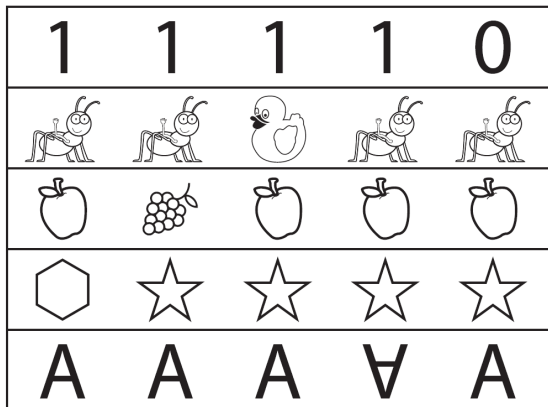
Samples of Preschool Worksheets

Trace the letters with your finger and say the sound. Color the apple.



Preschool • Foundations Press 1

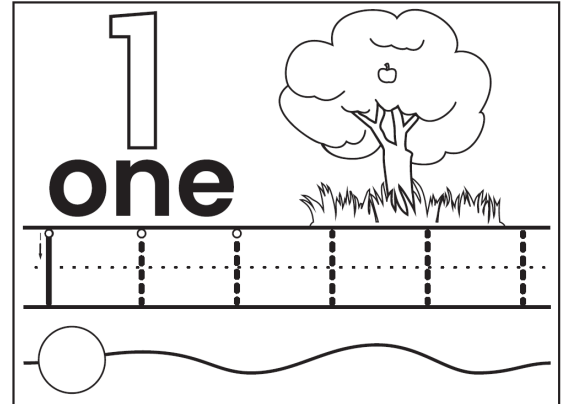
Color or circle the one that is different.



Preschool • Foundations Press 3

See a 3-week sample of each of our courses at
homeschoolingtorah.com/samples.

Color and trace. How many apples are on the tree? How many beads are on the string?



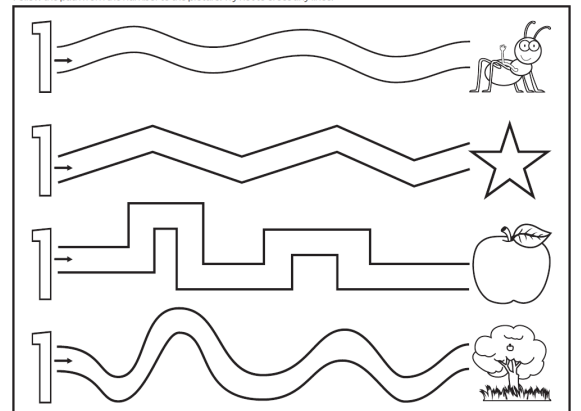
2 Preschool • Foundations Press

Carefully color the picture. How many barns do you see? How many trees do you see? How many horses do you see?




Preschool • Foundations Press 7

Follow the path from the number to the picture. Try not to cross any lines.



4 Preschool • Foundations Press

What Preschool Looks Like on the Website...




[MEMBER HOME](#) [ROADMAPS](#) [FAVORITES](#) [COMMUNITY](#) [MY ACCOUNT](#) [SUPPORT](#) [LOG OUT](#)




[BIBLE TIME](#) [HISTORY](#) [SCIENCE](#) [LANGUAGE ARTS](#) [MATH](#) [ELECTIVES](#) [SOLO WORK](#) [PRESCHOOL](#) [RESOURCES](#)

PRESCHOOL – MONTH 1 (WEEKS 1-5)

Preschool

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Before getting started, download the following lessons for your preschooler. Print them and place them into your binders.

DOWNLOADS FOR THIS LESSON

PDF

[Preschool - Month 1 \(Weeks 1-5\)](#)

PDF

[Sonlight Let's Learn Our Bible – Month 1 \(Weeks 1-5\)](#)

MP3

[Song 01 - For All Have Sinned - Romans 3-23](#)

MP3

[Song 02 - Believe on the Lord Jesus Christ - Acts 16-31](#)

MP3

[Song 03 - Children Obey Your Parents - Ephesians 6-1-3](#)

MP3

[Song 04 - Depart From Evil - Psalms 34-14](#)

MP3

[Song 05 - Even A Child - Proverbs 20-11](#)

LESSONS IN THIS COURSE:

[PRESCHOOL – INTRODUCTION](#)

[PRESCHOOL – MONTH 1 \(WEEKS 1-5\)](#)

[PRESCHOOL – MONTH 2 \(WEEKS 6-9\)](#)

[PRESCHOOL – MONTH 3 \(WEEKS 10-14\)](#)

[PRESCHOOL – MONTH 4 \(WEEKS 15-18\)](#)

[PRESCHOOL – MONTH 5 \(WEEKS 19-22\)](#)

[PRESCHOOL – MONTH 6 \(WEEKS 23-27\)](#)

[PRESCHOOL – MONTH 7 \(WEEKS 28-31\)](#)

[PRESCHOOL – MONTH 8 \(WEEKS 32-36\)](#)

PREV LESSON

NEXT LESSON

History

History is one of our favorite subjects. The Bible makes it come alive!

This is a subject you can do with your entire family together, but we especially recommend it from 4th grade up.



World History Courses:

Ancient History

From Ancient Times: Creation to Assyria (Year 1) is a study of ancient history, beginning with Creation and continuing with the Flood, the Tower of Babel, Sumer, Abraham and the nation of Israel, Egypt, Canaanite nations, Assyria, and the judgments on both the northern and southern kingdoms of Israel and Judah. 36 Weeks, Grades K-12

Babylon, Persia, Greece, and Rome

Daniel's Statue: Babylon, Persia, Greece, and Rome (Year 2) is a study of the civilizations seen by the prophet Daniel in Daniel 2, beginning with Babylon (the head of gold), then Persia (the chest and arms of silver), Greece (the belly and thighs of bronze), and Rome (the legs of iron). Because these four kingdoms form the foundation for all civilizations worldwide, an understanding of their history and worldview will prepare your students to understand all other nations and their history. This curriculum concludes in 70 AD, at the fall of Jerusalem to the Roman empire. 36 Weeks, Grades K-12

Middle Ages

Seals and Trumpets: The Middle Ages (Year 3) is a study of the middle ages, beginning in the first century AD and continuing until just before the invention of the printing press in the 1500s. Students will learn about the expansion of Christianity (with its pros and cons) throughout the Western and Eastern Roman Empires, as well as the "Barbarian" nations surrounding Rome and the growth of Islam. Because we emphasize the history of the middle ages as given in the Scriptures, we do emphasize Western Civilization, with discussion of how the West influenced and was influenced by the rest of the world. 36 Weeks, Grades K-12

Reformation to Modern Times

The End of Days: Reformation to Modern Times (Year 4) will cover the middle ages and the Reformation (about A.D. 1500), up to the present, including an overview of modern Israeli history. This category is currently in development but is available for use now. 36 Weeks, Grades K-12

Other History Courses:

American History

FA Place Prepared by God: Foundations of American History is a study of American history, beginning with the civilizations who lived in North America before the United States was founded, and continuing up until the year 2000. Special emphasis is given to the providence and protection of God upon the believers in the Messiah and those who keep His commands. 36 Weeks, Grades K-12

Government and Economics

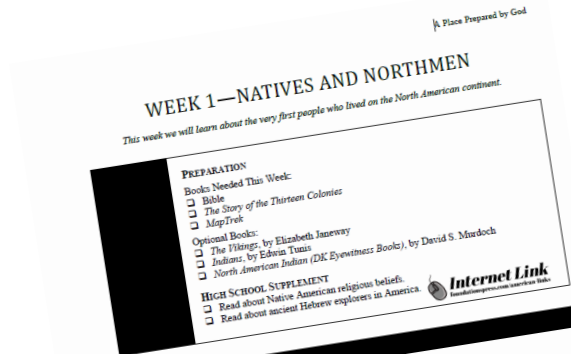
Government and Economics is intended for high-school students to complete a civics requirement for graduation, and for any adult who wishes to repair a civics deficiency in their own education. Upon completion of this course the student will have a greater depth of understanding of American government and history than most college graduates. 36 Weeks, Grades 9-12

Geography

Geography is a full-year introduction to world geography. Weekly lesson plans will introduce your children to the seven continents, to maps and topography, and to cultures and people groups worldwide. Students will be encouraged to correspond (as pen pals, etc.) with children from other parts of the world. Prayer for the evangelism of the world will be emphasized. 36 Weeks, Grades K-12



Samples of Ancient History



Day 1 (1)

Hear:

- Read and discuss *The Story of the Thirteen Colonies*, chapters I-II.
- Our textbook was first published in 1898, and you will be able to see the way that the author views the Native Americans, called "Indians" in our book. Be sure to read the publisher's preface on pp. 3-6.
 - The author mentions that the New World "is really older than Europe" (p. 17).
 - Read the publisher's preface about this on pp. 3-6.
 - The author states that "some men now think they may once have belonged to the same family." Read the publisher's preface about this on p. 6.
 - What were some of the methods of gardening used by the native people?
 - See publisher's preface about this on pp. 3-4.
- How were family names chosen (p. 20)? Do you know how your own family name came about?

Learn:

- Using MapTrek p. 125 (e-book, p. 35), copy the map of North America. If possible, use colored pencils and label rivers, mountain ranges, bays, etc.
- We are going to memorize Acts 17:26-27 this week. Begin by reciting it together 3 times each day.
- "And hath made of one blood all nations of men for to dwell on all the face of the earth, and hath determined the times before appointed, and the bounds of their habitation. That they should seek YHWH, if haply they might feel after him, and find him, though he be not far from every one of us."

Week 1 • 25

Foundations of American History

Day 2 (2)

Hear:

- Read and discuss *The Story of the Thirteen Colonies*, chapters III-IV.
- The author mentions that the Indians were "simple" for believing in evil spirits (p. 21). Can you name any other people groups with similar beliefs? How were the Indian beliefs similar to those from Babylon? (Romans 1:18-23)? Do you agree with the author, that these beliefs make a people "simple"?
 - Learn the creation story of the Navajo people.
 - What was the purpose of the mounds (p. 23)?
 - What does the word Viking mean (p. 23)?
 - How did Iceland and Greenland get their names (p. 23)?

Learn:

- Using MapTrek p. 127 (e-book, p. 39), copy the map of Native American Tribal Groups.

Keep:

- Recite Acts 17:26-27.

Day 3 (3)

Hear:

- Read and discuss *The Story of the Thirteen Colonies*, chapters V-VI.
- Why did the Vikings call the New World "Vineland" (p. 26)?

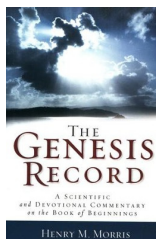
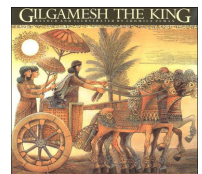
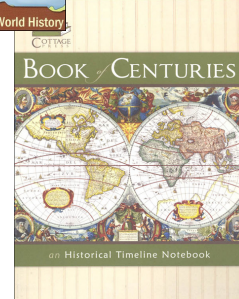
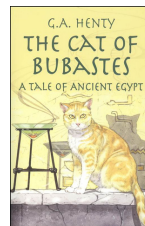
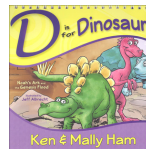
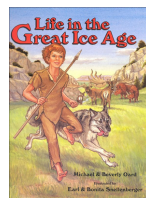
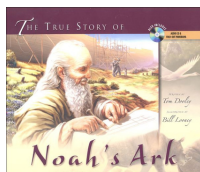
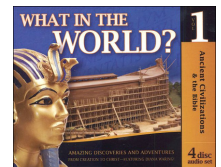
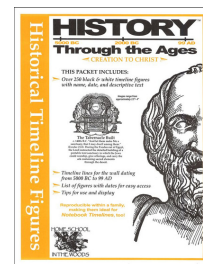
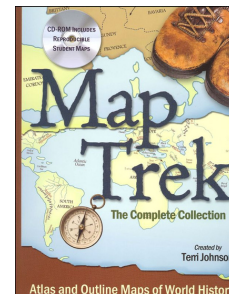
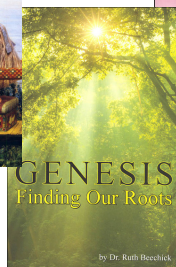
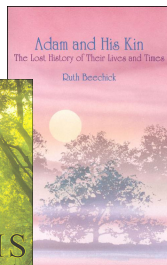
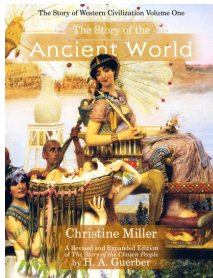
Learn:

- Timeline - Add Leif Erikson (AD 1000).
- Make a map for your notebook, similar to the ancient map from the fifteenth century that you can see on the next page.

Keep:

- Recite Acts 17:26-27.

We move about the false worship that originated in Babylon and permeated the entire world, in *From Ancient Times: Creation to Assyria (Year 1)* Unadorned Press.



See a 3-week sample of each of our courses at homeschoolingtorah.com/samples.

Note:
Extra book purchases
are required for all history courses.

Samples of American History

WEEK 1—NATIVES AND NORTHMEN

WEEK 1—NATIVES AND NORTH

This week we will learn about the very first people who lived on the North American continent.

PREPARATION

PREPARATION
As Needed This Week:

- Books Needed This Year:
- ☐ Bible
 - ☐ The Story of the Thirteen Colonies
 - ☐ MapTrak
- Optional Books:
- ☐ The Vikings, by Elizabeth Janeway
 - ☐ The Vikings, by Edwin Tunis
 - ☐ Indians, by Edwin Tunis
 - ☐ North American Indian (DK Eyewitness Books), by David S. Murdoch
- ... SUPPLEMENT
- ... American religious beliefs.
- ... in America.
- Internet**
Internet

HIGH SCHOOL SUPPLEMENT
About Native America
Hebrew

- HIGH SCHOOL SUPPLEMENT**
- ☐ Read about Native American religious beliefs.
 - ☐ Read about ancient Hebrew explorers in America.



Day 1 (1)

Hear: ☐

- Read:** *Story of the Thirteen Colonies*, chapters 1-11.
- Remember:** Our textbook was first published in 1898, and you will be able to see the way that the author views the Native Americans, called "Indians" in our book. Be sure to read the publisher's preface on pp. 3-6.
- Think:** The author mentions that the New World is "really older than Europe" (p. 17).
- Do:**
- Read and discuss the *Story of the Thirteen Colonies*, chapters 1-11.
 - Our textbook was first published in 1898, and you will be able to see the way that the author views the Native Americans, called "Indians" in our book. Be sure to read the publisher's preface on pp. 3-6.
 - Read the publisher's preface about this on pp. 3-6.
 - The author states that "some may once think they may once have belonged to the same family." Read the publisher's preface about this on p. 6.
 - What were some of the methods of gathering used by the native people?
 - Read the publisher's preface about this on p. 3-6.
 - See publisher's preface about this on p. 3-6.
 - How were family names chosen (p. 20)? Do you know how your own family name came about?
- Learn:**
- Using *MapTrak*, p. 125 (e-book, p. 35), copy the map of North America. If possible, use colored pencils and label rivers, mountains, major bays, etc.
 - We are going to memorize *17-56-27* soon. Begin by reciting it together 3 times each day. Repetition and label errors, mountain ranges, bays, etc.
 - We are going to learn about all nations of sons for to dwell on all the face of the earth, and the bonds of these labors. That they
 - All hath made of one blood all nations of sons for to dwell on all the face of the earth, and the bonds of these labors. That they
 - Both determined the times of planting, and the bounds of their habitation. That they
 - should seek YHVH, if haply they might feel after him, and find him, though he be not far from every one of us."

Week 1 • 25

Foundations of American History

Day 2 (2)

Hear:

- ay 2 (2)
- Heart:
- Read and discuss The Story of the Thirteen Colonies, chapters III-IV.
 - The author mentions that the Indians were "simple" for believing in evil spirits (p. 21). Can you come up with other people groups with similar beliefs? How were the Indian beliefs similar to those from Babylon? (Romans 1:18-23)? Do you agree with the author, that these beliefs make a people "simple"?
 - Learn the creation story of the Navajo people.
 - Learn the creation story of the Iroquois people.
- What was the purpose of the mounds (p. 23)?
 - What does the word *filigree* mean (p. 23)?
 - How did Iceland and Greenland get their names (p. 25)?
30. copy the map of Native American Tribal Groups.
- Internet Link**
smalltribes.com/americantribes



Learn:

- What was the purpose of the mission?
 - What does the word *Viking* mean (p. 23)?
 - How did Iceland and Greenland get their names (p. 23)?
- Learn:**
- ☐ Using *MapTrek*, p. 127 (e-book, p. 39), copy the map of Native American Tribal Groups.
- Keep:**
- ☐ Recite Acts 17:26-27.

Day 3 (3)

Hear:

- Day 3 (9)**
- Read:**
- ☐ Read and discuss *The Story of the Thirteen Colonies*, chapters V-VI
 - Why did the Vikings call the New World "Vinland" (p. 26)?
- Learn:**
- ☐ Timeline – Add Leif Erikson (AD 1000).
 - ☐ Make a map for your notebook, similar to the ancient map from the fifteenth century that you can see on the next page.
- Keep:**
- ☐ Recite Acts 17:26-27.

¹ Learn more about the false worship that originated in Babylon and permeated the entire world, in *From Ancient Times: Creation to Apocalypse (Part 1)* by Foundation: Press.

26 • Week 1


A Place Prepared by God



Cliff dwellings of poured or puddled adobe (cob) at Cuernavaca Casas in Mexico. (Image Source?)

Day 5 (5)

Keep:

- ay 5 (5)
- Keep: ☐ Racine Acts 17:26-27.
- Do: ☐ Notebooking – Vikings. Using resources from your local library or from the Internet, learn how the Vikings lived. How was their culture similar to the Native Americans, and how was it different? Make a page for your notebook that explains what you have learned.
- Take a look at Viking long houses online.
 - Make a Viking longhouse lapbook.
-  **Internet Link**
facebook.com/ournewlink



³ <http://en.wikipedia.org/wiki/Adobe>


Week 1 • 29

Foundations of American History


Day 4 (4)

Keep:

- ay 4 (4)
- Keep:
- ☐ Recite Acts 17:26-27.
 - ☐ Using your best handwriting, copy Acts 17:26-27 into your notebook.
- Do:
- ☐ Project – Native American Dwellings. Using resources from your local library or from the Internet, learn about various home styles used by Indians across North America. You may wish to choose from wigwams, teepees, long houses, adobe homes, cliff dwellings, or any other that you find. Using materials you have on hand (small bones, modeling clay, fabric pieces, sticks, etc.), make a model of one of these dwellings.



A trip (also referred to as a cave) is a ceremonial visit to a natural shrine or birth land and is performed by the Native Americans of the Great Plains. Trips are ceremonially associated with Native Americans to present, but Native Americans from places other than the Great Plains used different types of dwellings. The word wigwag is sometimes incorrectly used to refer to a dwelling of this type. The tipi was flexible, provided warmth and comfort in winter, was dry during heavy rain, and was cool in the heat of summer. Trips could be disassembled and packed away when a tribe decided to move, and could be reconstructed quickly when the tribe returned to a new area. This portability was important to the Great Plains Indians who had a nomadic lifestyle. (Source: <http://www.tribalhistory.com/tribes/indian.htm>)




A "long house" where up to fifty families would live, built by the Native American tribe, the Iroquois. (Image Source)

³ Benjamin John Lanning, ed., *Harper's Encyclopedia of United States History* (vol. 10) (New York, NY: Harper and Brothers, 1913), <http://ocw.mit.edu/courses/77020/77020.57720.10pages.htm>.

⁴ Arthur C. Perry, *American History* (New York, NY: American Book Company, 1913), <http://ocw.mit.edu/courses/41010/41010.45168.10pages.htm>.

23 • Week 1

What History Looks Like on the Website...




MEMBER HOMEROADMAPSFAVORITESCOMMUNITYMY ACCOUNTSUPPORTLOG OUT


BIBLE TIMEHISTORYSCIENCELANGUAGE ARTSMATHELECTIVESSOLO WORKPRESCHOOLRESOURCES

ANCIENT HISTORY - MONTH 1 (WEEKS 1-5)

Ancient History

23%





Before getting started, download the Lesson Plans and Discussions to have with your students. Print the pages and place them into your Teacher Binder.

We encourage you to make notebooking pages with your students each week.

All Handy Links are included below.

DOWNLOADS FOR THIS LESSON

PDF

Ancient History - Month 1 (Weeks 1-5)

LINK

Websites Mentioned in These Lessons

PREV LESSON

NEXT LESSON

LESSONS IN THIS COURSE:

ANCIENT HISTORY - INTRODUCTION

ANCIENT HISTORY - MONTH 1 (WEEKS 1-5)

ANCIENT HISTORY - MONTH 2 (WEEKS 6-9)

ANCIENT HISTORY - MONTH 3 (WEEKS 10-14)

ANCIENT HISTORY - MONTH 4 (WEEKS 15-18)

ANCIENT HISTORY - MONTH 5 (WEEKS 19-22)

ANCIENT HISTORY - MONTH 6 (WEEKS 23-27)

ANCIENT HISTORY - MONTH 7 (WEEKS 28-31)

ANCIENT HISTORY - MONTH 8 (WEEKS 32-36)

DOWNLOADS FOR THIS COURSE

LINK

TO REQUIRED HISTORY BOOKS

Science

Science is an amazing way to see what our Creator has done! This is a subject you can do with your entire family together.

- Have students in Grades K-3? Use Science for Littles.
- Have students in Grades 4-12? Use Science for Grades 4-12.

You can use them both at the same time, because the lessons match each other.



Science Courses:

Science for Grades 4-12 (Year 1)

Science in Creation – This year covers the Genesis 1 account of creation, laying a foundation for all other science study. Topics include light, energy, matter, water and atmosphere, land and plants, lights in the heaven, birds and sea life, land animals, and mankind. Lessons are designed to be done together as a whole family, with additional independent reading and research assignments for high-school students. Lessons match Science for Littles (K-3), so that the entire family can learn together. 36 Weeks, Grades 4-12

Science for Littles

Lesson plans include a simple, once-a-week science discussion topic (with learning ideas) for parents of young children. Lessons match Science for Grades 4-12, so that the entire family can learn together. 36 Weeks, Grades K-3

Year 2

Science in the Flood – This year covers the account of the global flood of Genesis (Genesis 2-11), examining the changes made to our earth and to the way we understand science. Topics include biology (cellular biology, genetics, microbiology, botany, zoology), chemistry (chemical composition and reactions, stoichiometry, gases, thermodynamics), and physics (magnetism, motion and wave theory).

Year 3

Science in the Torah – This year covers scientific topics addressed in the Torah, the Tenakh, and the Apostolic Scriptures. Topics include biology (cellular biology, taxonomy, human anatomy and physiology), chemistry (atomic theory, kinetics), and physics (classical mechanics, work and energy, electricity, optics, nuclear physics).

Year 4

Science in the Torah – This year covers scientific topics addressed in the Torah, the Tenakh, and the Apostolic Scriptures. Topics include biology (cellular biology, taxonomy, human anatomy and physiology), chemistry (atomic theory, kinetics), and physics (classical mechanics, work and energy, electricity, optics, nuclear physics). The scientific method and historical applications of Scripture are emphasized.

Samples of Science Year 1

FOUNDATIONS OF SCIENCE
WEEK 1—THE SCIENTIFIC METHOD

Day 1

Learn:
Before starting this week of science, each student should look up each word in a dictionary or online. Write out a short definition for each. Place these vocabulary words and definitions into a notebook.

- Observation
- Hypothesis
- Experiment
- Prediction
- Theory
- Assumption
- Causality

Read:
Discuss the following together:
Note: How will you discuss the answers to these questions? One way is to sit by a computer and look things up together as you discuss. Before doing so, look up and discuss Proverbs 18:17.

- All scientific investigation starts with curiosity. What do you think this means? Have you ever been curious about something YHVH made?
- The process of investigation is called the "scientific method." What does each word mean?
- Observing (gathering facts)
- Hypothesizing (suggesting explanations)
- Experimenting (testing explanations)
- What would happen if a scientist could not observe something? How can he prove that what he is observing is true? Look up *Deuteronomy 19:15*.
- What is a prediction? The ability to be accurately tested is a sign of a good prediction. What does this mean?
- What is a "test and effort?"
- What is a theory? What is a theory that has successfully been tested repeatedly?
- As a family, make a chart illustrating the scientific method, which you can hang on your wall.

Foundations of Science - Year 1
Week 1

Page 1
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Day 2

Read:
Watch the 5-minute [video about Newton's First Law of Motion](#).

- Why did these three scientists become curious?
- How did they use the Observation step of the scientific method?
- How did they use the Hypothesis step?
- How did they use the Experimentation step?
- How can you use cause and effect in this illustration? Are there any causes or effects that you might not be thinking of?
- Why do you think this is called a Law of motion, and not just a theory?

Day 3

Read:
Discuss the following together:

- Look it up:
 - What does it mean to be accurate?
 - What does it mean to be precise?
 - Add these two words to your vocabulary for the week.
- We call mathematics the "language of science." Why do you think this is?
- What is an equation?
- What is trial and error?
- What is a measurement? Can you name some things that can be measured? (Length, volume, mass, time, temperature, *Deuterio* is needed.)
- What are significant figures?
- What is scientific notation?
- What is the metric system?

Day 4

Do:

- You've probably noticed that your tongue can taste many different flavors. (Can you name some?) Do you think you know why?
- Suggest a hypothesis as to why your tongue can taste different flavors. Write your hypothesis down in a complete sentence.
- Before doing the following experiment, predict what you think will happen. Write your prediction down in a complete sentence.
- Experiment: <http://www.scholastic.com/parents/resources/article/science-nature-activities-home-science-experiments-tongue-map>
- Analyze your results. Was your hypothesis correct? Did your prediction come true? Were the results repeatable? Why or why not?
- Look at the topic again by visiting this website: <http://johndick.org/room/activities/science/tongue-map.html>
- Could you design a better experiment? What would make it better?
- You may wish to download a [Science Experiment Record Form](#) from our website.

Foundations of Science - Year 1
Week 1

Page 2
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Day 5

Do:

- Notebooking - Make a page for your notebook. Be sure to include a paragraph that tells what you learned this week.
- Research - Have you become more curious about anything in YHVH's creation this week? Start a page in your notebook where you can list things you're curious about. Be sure to write things down quickly before you forget them! Choose one topic to look up online or in a book today. Tell your parents what you learned about that topic.
- High School - Check out a library book on the life of Sir Isaac Newton or Galileo Galilei. Try to have it read within a week. Make a list of 5-10 classroom questions in their lives that helped them become excellent scientists. Plan to share the list with your family next week.

Foundations of Science - Year 1
Week 1

Page 3
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FOUNDATIONS OF SCIENCE
WEEK 1—THE SCIENTIFIC METHOD

Day 1

Learn:
Look up each word in a dictionary or online. Write out a short definition for each. Try to keep each definition to fewer than 10 words.

We recommend Webster's 1133 *American Dictionary of the English Language*.
<http://webster.dictionaries.1133.org>
When words are not available in Webster's dictionary, try <http://www.dictionary.com>

Observation _____

Hypothesis _____

Experiment _____

Prediction _____

Theory _____

Assumption _____

Causality _____

Read:
Copy Proverbs 18:17 from your Bible.

Foundations of Science - Year 1
Teacher Version

Week 1 • Page 1
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Day 4

Do:
You've probably noticed that your tongue can taste many different flavors. (Can you name some? Name pictures to illustrate them.) Do you think you know why?

Suggest a hypothesis as to why your tongue can taste different flavors. Write your hypothesis down in a complete sentence.

Before doing the following experiment, predict what you think will happen. Write your prediction down in a complete sentence.

- Experiment: <http://www.scholastic.com/parents/resources/article/science-nature-activities-home-science-experiments-tongue-map>

Analyze your results. Was your hypothesis correct? Did your prediction come true? Were the results repeatable? Why or why not?

- Look at the topic again by visiting this website: <http://johndick.org/room/activities/science/tongue-map.html>

Could you design a better experiment? What would make it better?

Foundations of Science - Year 1
Teacher Version

Week 1 • Page 4
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Day 5

Do:
Draw a picture that illustrates something you learned this week about the scientific method. Write a summary paragraph at the bottom of the page.

Foundations of Science - Year 1
Teacher Version

Week 1 • Page 5
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Science for Littles - Year 1
Science in Creation

Week 1 - Discussion

Topic: "The Scientific Method"

When YHVH created the first man and woman, He gave them the ability to observe the world He had made. They weren't there when He created it, but they could observe many things about it by:

- Looking at it
- Touching it
- Tasting it
- Smelling it
- Hearing it

Visit the online "Handy Links" and choose just a few activities to learn more about the ways we can use our five senses to observe the world YHVH made.

Here is a verse for this week:

"My eyes have seen your salvation" (Luke 2:30, WEB).

Science for Littles - Year 1

Teacher/Student Discussions

Week 1 • Page 1
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WEEK 1—THE SCIENTIFIC METHOD

Draw the 5 senses YHVH gave us to observe His creation.

Copy Luke 2:30.


"My eyes have seen your salvation."

Science for Littles - Year 1
Teacher Version

Week 1 • Page 1
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See a 3-week sample of each of our courses at homeschoolingtorah.com/samples.

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BIBLE TIMEHISTORYSCIENCELANGUAGE ARTSMATHELECTIVESSOLO WORKPRESCHOOLRESOURCES

SCIENCE – YEAR 1 (GRADES 4-12) – MONTH 1 (WEEKS 1-5)
Science for Grades 4-12 (Year 1)

0%



✓🔖★

Before getting started, download the Lesson Plans and Discussions to have with your students. Print the pages and place them into your Teacher Binder.

If your students use the worksheet pages each week, they may want to have personal 3-ring binders of their own so they can store their journal pages.

All Handy Links are included below.

DOWNLOADS FOR THIS LESSON

PDF	Science – Year 1 (Grades 4-12) - Month 1 (Weeks 1-5)
PDF	Science Worksheet – Year 1 (Grades 4-12) - Month 1 (Weeks 1-5)
PDF	Science Experiment Record Form
LINK	Websites Mentioned in These Lessons

PREV LESSON

NEXT LESSON

LESSONS IN THIS COURSE:

SCIENCE – YEAR 1 (GRADES 4-12) – INTRODUCTION

SCIENCE – YEAR 1 (GRADES 4-12) – MONTH 1 (WEEKS 1-5)

SCIENCE – YEAR 1 (GRADES 4-12) – MONTH 2 (WEEKS 6-9)

SCIENCE – YEAR 1 (GRADES 4-12) – MONTH 3 (WEEKS 10-14)

SCIENCE – YEAR 1 (GRADES 4-12) – MONTH 4 (WEEKS 15-18)

SCIENCE – YEAR 1 (GRADES 4-12) – MONTH 5 (WEEKS 19-22)

SCIENCE – YEAR 1 (GRADES 4-12) – MONTH 6 (WEEKS 23-27)

SCIENCE – YEAR 1 (GRADES 4-12) – MONTH 7 (WEEKS 28-31)

SCIENCE – YEAR 1 (GRADES 4-12) – MONTH 8 (WEEKS 32-36)

Language Arts

Language Arts is where your children learn to read and write -- the "art" of language. This subject includes copywork (handwriting), phonics, reading, spelling, vocabulary, grammar, writing, and literature. We integrate Scripture throughout!



Samples of Word Power (Kindergarten/First Grade)

10
Day 3

Jj

Trace with your finger.

TO THE TEACHER:

- Look at the flashcards for the letter & review all the flashcards learned so far.
- Teach your child how to correctly write the letter j (uppercase only).

PLAY A GAME:

- Try to juggle some small balls. (It is okay to just toss one ball up and try to catch it.)
- Place jelly beans in a jar. Can your child guess how many are in the jar? (Note: Jelly Belly® jelly beans are certified kosher.)
- Guess the jungle animal. Imitate the sound of a jungle animal, and see if your child can guess what you are.
- Find different size jars and lids. Mix them up, and let your child try to find what jar goes with which lid.
- Enjoy this song together (to the tune of "Farmer in the Delt"):
Jelly in a bowl,
On jelly in a bowl,
Wobble, wobble, wobble, wobble —
Jelly in a bowl.
(Continue to sing, "Jelly on my cheek, in my tummy, on my head, on my hands, on my arms," etc.)

Foundations Press

10
Day 2

Jj

Trace with your finger.

J says /j/. Trace one and write 4 more. Say /j/ while you write each letter. Can you close your eyes while you write the last one?

TO THE TEACHER:

- Take a walk around your home, looking for things that start with a /j/ sound.
- Look at the flashcards for the letter j.
- Teach your child how to correctly write the letter j (lowercase only).

Word Power K

Flashcard Press

To the Teacher:
Read the words, across and down.
Read the sentence.

let rag gas tag
get sag gag leg
nag can cab cat
bet tab set fan

Ten men let the cat run.

Word Power 1

Word Power 1

10
Day 1

e in egg

TO THE TEACHER:

- Teach your child that "e" says /e/ in "egg." It is a vowel.
- Let your child find other words that start with /e/ (elephant, envelope, escalator, elevator, engine, escape, etc.).
- Play Activity: Make up a silly story about an elephant who sat on top of an egg. Teacher can make up a sentence or two, then your child can continue with the next sentence. Continue making up sentences on the way. The other child should respond to each with the proper sound. If the child cannot respond correctly, have him trace the letter with his finger on the card, while you make the sound and say "e" over to help the student.
- Make the sound of each when spelled or not. Your child should respond to each by spelling it and writing it.
- Use the syllable card.

Trace with your finger.

E says /e/ in egg. Say /e/ while you trace each letter.

Trace the letter and write 5 more. Say the sound while you write each letter. Can you write the last one with your eyes closed?

Foundations Press

10

To the Teacher:

- Have your child spell the following words: egg, e, can, and set.

Write the words your teacher says.

To the Teacher:

- In Hebrew, letters and dots are placed under a consonant to make a vowel. The vowel that says /e/ "The egg" can remind you of the eyes and nose of a pig.
- The Hebrew consonant that says /e/ is ה (Hei). There is another consonant that also says /e/, which we will learn later.

Trace the Hebrew letters and make 3 more. Remember to say the sound as you write.


Word Power 1

Samples of Phonics (Second & Third Grade)

Learning to Read - Level 2: Unit 10
-ed as a suffix

Practice writing words with this week's sounds:

landed
granted
feasted
acted
melted



Level 2: Unit 10 - -ed as a suffix Page 1

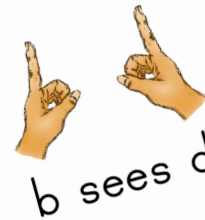
Draw a line between the syllables.

crusted
feasted
spelled
grabbed
roomed
checked
yanked
tricked
sailed
ploted

K comes before i and e,
C before the other three -
a, o, u.



ā	ē	ī	ō	ū
cā	kē	kī	cō	cū
cāt	Kēn	kīt	cōb	cūt



Practicing to Read - Week 1

Mon's Notes
Print the following pages:
□ Webster, pp. 35, 41-42

Student should also be able to write in cursive. If cursive is a new skill for him, download the 26-lesson "Shortcut to Cursive" to use before starting Level 2:
□ <http://homeschoolcurriculum.com/resources/cursive.html>

Day 1
Reading Words
□ Using Webster, p. 41, Table 14, have student read across the rows of words in the following set:
➤ Note: Does your student remember the rules learned from Webster, pp. 15-17, Tables 1-27? If not, review these pages first. See the video on "How to Use Webster's Spelling Book" at <http://homeschoolcurriculum.com/videos-2>.

□ After reading across, have the student read the same words going down each column.

TABLE 14
Words of two syllables arranged on the floor:

1. bear	2. cow	3. hat	4. sea
5. tree	6. wall	7. walk	8. eye
9. garden	10. path	11. lake	12. sea
13. head	14. gate	15. sea	16. eye
17. head	18. gate	19. sea	20. eye
21. head	22. gate	23. sea	24. eye
25. head	26. gate	27. sea	28. eye

Spelling
□ Ask student to spell the following words with magnets.
➤ a-ore, a-pion, bare-foot, bear-ty, brew-er

➤ Procedure:

1. Look at the word together in Webster's Spelling Book.
2. Try to put the letter magnets on the board without looking. But if unsure, it's okay to peek a peek.

Accuracy is more important than knowing how to spell. (Keep in mind that you are practicing reading skills, not spelling skills. However, your student will probably start seeing patterns that also help his spelling skills.)

3. Lower a space between syllables.
4. Compare the student's spelling to Webster's Spelling Book.

Foundations of Reading (Level 2)
Week 1 Page 1
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□ Ask student to spell the following words orally:
➤ beau-ty, brok-en, tea-ture, fa-male, fro-ward

➤ Procedure:

1. Look at the word together in Webster's Spelling Book.
2. Try to spell the word orally without looking, but if unsure, it's okay to break a peek.

Note: Use the following method when spelling orally:
Say the word, spell the word, say the word.
For example: "decide, d-e-c-i-d-e, decide"

3. Lower a space between syllables.
For example, the student should pause between syllables:
d-e-(space)-c-i-(space)-d-e
4. Compare the student's spelling to Webster's Spelling Book.

Dictation
□ From Webster, p. 39, Lesson 1, read one line at a time to your student. He should repeat the words back to you, then he will try to write (in cursive) the words from memory.
➤ The goal is not total accuracy. Expect your student to make errors. However, try to help your student learn to listen attentively.

Reading Paragraphs
□ Pictur Reader, p. 1, Psalm 1 - Have student read it aloud to you.

Copying
□ Looking at the examples in his "Student Workbook," have the student copy the words from Set A in cursive onto the whiteboard.
□ Looking at the examples in his "Student Workbook," have the student copy the words from Set B in cursive. Space is provided in the workbook.

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Week 1 Page 2
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Practicing to Read - Week 1
Student Workbook

Set A - Copy the following words in cursive onto the whiteboard:

grateful previous promise
heinous hindmost river

Set B - Copy the following words in cursive below:

esternal pastry pious
people plumage parent

Dictation:

Foundations of Reading (Level 2)
Week 1 - Student Workbook

PSALMS 19

1 The hea-v'n's God's glo-ry do de-clare,
the skies his hand-works pre-ach;
2 Day ut-ters speech to day, and night
to night doth know-ledge teach.
3 There is no speech nor tongue to which
their voice doth not ex-tend;
4 Their line is gone through all the earth,
their words to the world's end.
5 In them he set the sun a tent;
Who, like-groom-like, forth goes
From his cham-ber, as a strong man doth
to run his race re-joice.
6 From hea-v'n's end is his going forth,
And there is noth-ing from his heat
that hid-en doth re-main.
7 God's law is per-fect, and con-verts
the soul in sin that lies;
And doth re-joice the heart,
And makes the simple wise.
8 The sta-tutes of the Lord are right,
and do re-joice the heart;
The Lord's com-mand is pure, and doth
light to the eyes impart.
9 Un-spotted is the fear of God,
and doth ex-cuse for ever;
and right-ness al-to-gether.
10 They more than gold, yes, much fine gold,
Than honey, honey from the comb
that drop-eth, sweet-er far.

Samples of Copywork

Copywork 1 - Week 1

Day 5

Follow along as your teacher reads this verse.

Trace the words.

In the beginning,
God created
the heavens and
the earth.

Follow along again as your teacher reads this verse.

Copywork 3 - Week 1

Day 1

The scribes of Israel were always very careful to copy Scripture accurately. However, think about the fact that these men were once little boys, learning to copy the letters of the aleph bet with neatness and care. This week, let's focus on good habits as we copy Scripture.

Carefully read Psalm 1:1 aloud, then trace the words.

Blessed is the man who
does not walk in the
counsel of the wicked,
nor stand on the path
of sinners,
nor sit in the seat of
scoffers;



Copywork 6 - Week 1

Day 1

Exodus 3

1 Now Moses was keeping the flock of Jethro, his father-in-law, the priest of Midian, and he led the flock to the back of the wilderness, and came to God's mountain, to Horeb.

2 The angel of the Lord appeared to him in a flame of fire out of the middle of a bush. He looked, and behold, the bush burned with fire, and the bush was not consumed.

3 Moses said, "I will turn aside now, and see this great sight, why the bush is not burnt."

4 When the Lord saw that he turned aside to see, God called to him out of the middle of the bush, and said, "Moses! Moses!"

He said, "Here I am."

5 He said, "Don't come close. Take your sandals off of your feet, for the place you are standing on is holy ground."

6 Moreover he said, "I am the God of your father, the God of Abraham, the God of Isaac, and the God of Jacob."

Moses hid his face, for he was afraid to look at God.

Proverbs 14

11 The house of the wicked will be overthrown,
but the tent of the upright will flourish.



Copywork 9 - Week 1

Introduction

Habits form quickly, so we want to establish good habits from the beginning. Once a writing habit is formed, it is very difficult to unlearn. ☹

Here are some habits to emphasize:

1. Have good posture.
2. Copy the verses into two composition books: one for the Torah, and the other for the Apostolic Scriptures (New Testament).
3. We recommend using a pen. Use correction tape if a mistake is made.
4. Read the words aloud while writing them.

The scribes of Israel were always very careful to copy Scripture accurately. However, think about the fact that these men were once young men, learning to copy the letters of the aleph bet with neatness and care. This week, let's focus on good habits as we copy Scripture.

Carefully read the verses aloud, then copy into your composition notebook.

Note

Level 9 begins the copying of the Torah and the Apostolic Scriptures, from the student's own Bible. Be sure to choose a translation that you would like to stay with throughout high school.

You may also wish to mark the Hebrew paragraph divisions in your Bible as you copy the Torah, as well as the key verses in each paragraph. We recommend bookmarking the following websites to help you:

- <https://www.alternativescripture.com/studies-by-book/index>
- <https://www.mechonim.com/et/et-90.htm>
- <https://www.mechonim.com/jewish-education/teaching-tools-of-success>
- [2017.homeschoolfamily.com/2017/07/20/teaching-tools-of-success/](https://www.homeschoolfamily.com/2017/07/20/teaching-tools-of-success/)

Day 1

- ☐ Genesis 1:1-9
- ☐ Matthew 1:1-9

Day 2

- ☐ Genesis 1:9-16
- ☐ Matthew 1:10-18

Day 3

- ☐ Genesis 1:17-24
- ☐ Matthew 1:19-25

Day 4

- ☐ Genesis 1:25-31
- ☐ Matthew 2:1-10

Day 5

- ☐ Genesis 2:1-9
- ☐ Matthew 2:11-20



Samples of Spelling & Vocabulary

Week 3 – Day 1

Objective: To use the short a sound in building words and applying them to spelling, copy work, and reading short sentences.

Scripture for Short a: Have the student circle all the short a words in this verse.

And unto man he said, Behold, the fear of YHWH, that is wisdom; and to depart from evil is understanding. Job 28:28

Word List: Read the spelling words together and copy each one.

rat

cat

bat

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Week 3 – Day 4

a bat, a rat, and a cat

The rat can see the cat.
The car is on the mat.
The bat can see the cat.

Copy work: Review the name of the mark at the end of a declarative sentence. (a period)

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Week 1 – Day 1

After your pretest, circle the words that will be included on this week's spelling list. Copy your words

in -ing compounds	er, -ing	ing compounds
hand	care	hold
dirt	farm	sold
wealth	land	good
handy	caller	holding
dirt	farmer	holding
worthy	lander	grinding
dressing	taunt	sunset
fishing	testing	madman
sculling	pumping	because
workman	pages	workshop
farmyard	nutshell	building
fisherman	spoonful	classmate

Scripture Verse: Find -ing and highlight it with your favorite color crayon.

The hard-working farmer ought to be the first to receive his share of the crops. 2 Timothy 2:6 (NASB)

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Week 1 – Day 4

Dictation: Carefully write each sentence your teacher reads to you.

Put a happy face next to the sentence that is the nicest. ☺

Scripture Verse: Copy the following verse.

The hard-working farmer ought to be the first to receive his share of the crops.

2 Timothy 2:6 (NASB)

Practice:

Neatly copy your spelling words from Day 1 onto a blank piece of notebook, writing your words 3 times each.

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Master Word Root List

Weeks 1-9	Weeks 10-18	Weeks 19-27	Weeks 28-36
am, ag, ac, ad, al, an, ar, at, av, ax, ay, az, ba, be, bi, bo, bu, ca, ce, ci, co, cu, da, de, di, do, du, ea, ec, ee, ef, eg, ei, el, en, er, es, et, ex, fa, fe, fi, fo, fu, ga, ge, gi, go, gu, ha, he, hi, ho, hu, ia, ic, id, ie, if, ig, il, im, in, io, ip, is, it, iv, ix, ja, je, ji, jo, ju, ka, ke, ki, ko, ku, la, le, li, lo, lu, ma, me, mi, mo, mu, na, ne, ni, no, nu, oa, ob, oc, od, oe, of, oh, oi, ol, om, on, op, or, os, ot, ov, pa, pe, pi, po, pu, ra, re, ri, ro, ru, sa, se, si, so, su, ta, te, ti, to, tu, va, ve, vi, vo, vu, wa, we, wi, wo, wu, ya, ye, yi, yo, yu, za, ze, zi, zo, zu	am, ag, ac, ad, al, an, ar, at, av, ax, ay, az, ba, be, bi, bo, bu, ca, ce, ci, co, cu, da, de, di, do, du, ea, ec, ee, ef, eg, ei, el, en, er, es, et, ex, fa, fe, fi, fo, fu, ga, ge, gi, go, gu, ha, he, hi, ho, hu, ia, ic, id, ie, if, ig, il, im, in, io, ip, is, it, iv, ix, ja, je, ji, jo, ju, ka, ke, ki, ko, ku, la, le, li, lo, lu, ma, me, mi, mo, mu, na, ne, ni, no, nu, oa, ob, oc, od, oe, of, oh, oi, ol, om, on, op, or, os, ot, ov, pa, pe, pi, po, pu, ra, re, ri, ro, ru, sa, se, si, so, su, ta, te, ti, to, tu, va, ve, vi, vo, vu, wa, we, wi, wo, wu, ya, ye, yi, yo, yu, za, ze, zi, zo, zu	am, ag, ac, ad, al, an, ar, at, av, ax, ay, az, ba, be, bi, bo, bu, ca, ce, ci, co, cu, da, de, di, do, du, ea, ec, ee, ef, eg, ei, el, en, er, es, et, ex, fa, fe, fi, fo, fu, ga, ge, gi, go, gu, ha, he, hi, ho, hu, ia, ic, id, ie, if, ig, il, im, in, io, ip, is, it, iv, ix, ja, je, ji, jo, ju, ka, ke, ki, ko, ku, la, le, li, lo, lu, ma, me, mi, mo, mu, na, ne, ni, no, nu, oa, ob, oc, od, oe, of, oh, oi, ol, om, on, op, or, os, ot, ov, pa, pe, pi, po, pu, ra, re, ri, ro, ru, sa, se, si, so, su, ta, te, ti, to, tu, va, ve, vi, vo, vu, wa, we, wi, wo, wu, ya, ye, yi, yo, yu, za, ze, zi, zo, zu	am, ag, ac, ad, al, an, ar, at, av, ax, ay, az, ba, be, bi, bo, bu, ca, ce, ci, co, cu, da, de, di, do, du, ea, ec, ee, ef, eg, ei, el, en, er, es, et, ex, fa, fe, fi, fo, fu, ga, ge, gi, go, gu, ha, he, hi, ho, hu, ia, ic, id, ie, if, ig, il, im, in, io, ip, is, it, iv, ix, ja, je, ji, jo, ju, ka, ke, ki, ko, ku, la, le, li, lo, lu, ma, me, mi, mo, mu, na, ne, ni, no, nu, oa, ob, oc, od, oe, of, oh, oi, ol, om, on, op, or, os, ot, ov, pa, pe, pi, po, pu, ra, re, ri, ro, ru, sa, se, si, so, su, ta, te, ti, to, tu, va, ve, vi, vo, vu, wa, we, wi, wo, wu, ya, ye, yi, yo, yu, za, ze, zi, zo, zu

Foundations of Vocabulary

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Week 32 – Teacher

Spelling List	Words in Usage	Notes
1. partition	partition between the offices	
2. particular	particular about his clothes	
3. accession	accession of the South	
4. salaries	salaries paid to workers	
5. reservoir	reservoir full of water	
6. representation	representation of the play	
7. difficulty	difficulty of the lesson	
8. pulley	pulley wheel	
9. proceeded	proceeded on his way	
10. perceive	perceive the fine points	

Scripture: For he is our peace, who hath made both one, and hath broken down the middle wall of partition between us. Ephesians 2:14, KJV

Spelling Box: Choose two words from this list.
Include the part of speech and a definition.
Find the origin of each word and write it on the card.
You could draw a picture or map to go with your word as well.
Finally, write it in a sentence.

We recommend the following online dictionaries:
<http://www.dictionaryreference.com/>
<http://www.websterdictionary.com/>

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Week 32 – Day 1

Using a dictionary, find the part of speech and definition for each word.

Spelling List	Part of Speech	Definition
1. partition		
2. particular		
3. accession		
4. salaries		
5. reservoir		
6. representation		
7. difficulty		
8. pulley		
9. proceeded		
10. perceive		

Scripture: Underline all of the spelling words you find in this verse.

For he is our peace, who hath made both one, and hath broken down the middle wall of partition between us. Ephesians 2:14, KJV

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Word Root _____ Language Origin _____

Root Definition _____

Example Words: _____

1. _____

2. _____

3. _____

Scripture Verse: _____

Example Bible Usage: _____

Reference: _____

Draw a picture _____

Samples of Grammar

Lesson 1

Mom, all the words in bold below should be read aloud to your students. Notes for your eyes only are written in this lighter font.

Definition: A preposition is a word that gives meaning to a sentence by showing how all the words relate to each other.

At the beginning of our study of grammar, we aren't going to explain too much about prepositions. Rather, we're going to memorize the list of prepositions and practice finding them in sentences. Later in our study, we will find out what purpose these words serve in sentences.

To help you find prepositions, we're going to memorize a list of 50 common prepositions. Don't worry! It's not impossible! Look at the list in Lesson 1, and sing along as we learn these prepositions to the tune of "Yankee Doodle."

Mom, you may wish to show the Preposition Chart while everyone sings.

Preposition Song
(Sing to the tune of "Yankee Doodle")

Aboard, about, above, across
Against, along, around
Amid, among, after, at
Except, for, during, down
Behind, below, beneath, beside
Between, before, beyond
By, in, from, off, on, over, of
Until, unto, upon

Under, underneath, since, up
Like, near, past, throughout, through
With, within, without, outside
Toward, inside, into, to



Now look at Lesson 1 of your student book with me.

Our definition of a preposition says that "a preposition is a word that gives meaning to a sentence by showing how all the words relate to each other."

Here is a simple sentence: "The bird can fly." This sentence tells us that a bird can fly, but that isn't very much information, is it? Let's add some meaning to this sentence by adding prepositions.

Source: <http://www.dreamstime.com/PrepositionChartImage>
Title: <http://www.dreamstime.com/PrepositionChartImage>
You can sing along with us at <http://www.dreamstime.com/PrepositionChartImage>

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We could say, "The bird can fly above the cloud, around the cloud, beside the cloud, inside the cloud, through the cloud, under the cloud, etc."

Do you see how all these prepositions add meaning to the sentence?

In Exercise A, we're going to circle all the prepositions.

Let's look at verse 1. Circle all the prepositions.

Blessed is the man who does not walk in the counsel of the wicked or stand in the way of sinners or sit in the seat of mockers.

If these prepositions weren't there, this is how the verse would sound:

Blessed is the man who does not walk ... or stand ... or sit ...

Prepositions add a lot of meaning to a sentence, don't they?

Now continue circling all the prepositions in the rest of this Scripture passage.

But his delight is in the law of YHWH, and his law he meditates day and night.

He is like a tree planted by streams of water, which yields its fruit in season and whose leaf does not wither. Whatever he does prospers.

Not so the wicked! They are like chaff that the wind blows away.

Therefore the wicked will not stand in the judgment, nor sinners in the assembly of the righteous.

For YHWH watches the way of the righteous, but the way of the wicked will perish.

~ Psalm 1:1-6, NIV

Mom, your student may circle words that are not prepositions, or he might miss some prepositions today. That's okay. Help him correct it, and then continue tomorrow. Over many days of review, he'll be able to find prepositions easily.

In conclusion, let's sing our "Preposition Song" one more time.

Over the next week, help your children memorize and be able to recite the list of common prepositions. You may want to hang the Preposition Chart on the wall where you can all see it often.

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Lesson 1

Definition: A preposition is a word that gives meaning to a sentence by showing how all the words relate to each other.

Preposition Song
(Sing to the tune of "Yankee Doodle")

Aboard, about, above, across
Against, along, around
Amid, among, after, at
Except, for, during, down

Behind, below, beneath, beside
Between, before, beyond
By, in, from, off, on, over, of
Until, unto, upon

Under, underneath, since, up
Like, near, past, throughout, through
With, within, without, outside
Toward, inside, into, to



EXERCISE A - Circle the prepositions in these verses.

1. Blessed is the man who does not walk in the counsel of the wicked or stand in the way of sinners or sit in the seat of mockers.
2. But his delight is in the law of YHWH, and on his law he meditates day and night.
3. He is like a tree planted by streams of water, which yields its fruit in season and whose leaf does not wither. Whatever he does prospers.

Source: <http://www.dreamstime.com/PrepositionChartImage>
Title: <http://www.dreamstime.com/PrepositionChartImage>
You can sing along with us at <http://www.dreamstime.com/PrepositionChartImage>

Lesson 91

Mom, today starts the second half of this year of Grammar. Your student has now learned the majority of his grammar rules. We are going to spend the entire rest of the year practicing what we have learned so far and applying it to many different kinds of sentences.

Your student will begin building a "Grammar Handbook" that he can use as a reference tool throughout the rest of his entire life. We suggest using a bound composition book to build this handbook, and we suggest writing in pen so that it will last a lifetime.

At the end of the year, we will provide a Table of Contents for the front of the Handbook and an index for the back, so please ask your student to leave the first and last pages blank.



Composition books can be purchased very inexpensively at almost any store where school supplies are sold. We recommend one with 100 sheets of paper. We have these available online if you cannot find one locally:

<http://www.amazon.com/dp/B000000000>

Today we have reached the halfway point of Grammar, and you are going to begin building your very own "Grammar Handbook." This book is something you'll want to take very good care of and keep with you on your shelf throughout your entire life, so that you can always look something up if you're unsure what to do.

When you open up your Handbook, keep the first page completely empty. At the end of the school year, I will give you a piece of paper to paste into that spot, and it will list all the topics of your Handbook.

You should also keep the very last full page of your Handbook empty. We will paste an alphabetical index there. You will be able to use these two pages to find things quickly in your Handbook.

The second half of this year is going to be filled with lots of review and ways to practice what you have already learned. You have learned almost everything already! For instance you have already learned over 50 definitions, and you have fewer than 10 left to learn. You have learned almost all parts of speech and sentence patterns, and you have diagrammed some very complex sentences.

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As we continue to practice, you will learn how to use grammar properly in your speech and writing, so that you feel very confident as you try to communicate with those around you.

On the second page of your Handbook, you should make a page that looks like this chart:

Grammar

Analyze a sentence with these 5 steps:

1. Identify prepositions and prepositional phrases. (Mark with arrows.)

2. Identify sentence patterns.

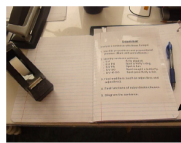
• S V
• S V P
• S V PA
• S V IO
• S V IO DO

3. Find modifiers (such as adjectives and adverbs).

4. Find functions of subordinate clauses.

5. Diagram the sentence.

(Mom, you might choose to print this chart and allow your student to trim it and paste it into his Handbook.)



Write page numbers here.

As you already know, these are the steps we take whenever we encounter a new sentence.

Now let's continue to set up your Handbook in Exercise A.

Note: The things to copy in Exercise A can be found on the Learning Aids for Week 1.

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EXERCISE A

(Use a pen, not a pencil.)

Preposition - A word that gives meaning to a sentence by showing how all the words relate to each other.

Common Prepositions
Aboard, about, above, across
Against, along, around
Amid, among, after, at
Except, for, during, down

Behind, below, beneath, beside
Between, before, beyond
By, in, from, off, on, over, of
Until, unto, upon

Under, underneath, since, up
Like, near, past, throughout, through
With, within, without, outside
Toward, inside, into, to

EXERCISE B

Sentence

Diagram the sentence.

1. In the beginning God created the heaven and the earth. (Genesis 1:1)

2. The fear of YHWH is the beginning of knowledge, but fools despise wisdom and instruction. (Proverbs 1:7)

3. Then hast forgives the iniquity of thy people, and thou hast covered all their sin. (Psalm 86:2)

EXERCISE C

Sentence

Diagram the sentence.

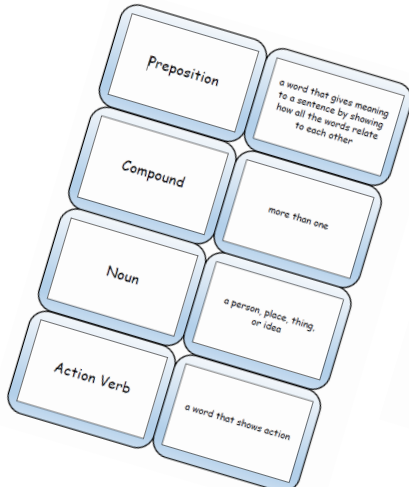
1. In the beginning God created the heaven and the earth. (Gen. 1:1)

2. The fear of YHWH is the beginning of knowledge, but fools despise wisdom and instruction. (Prov. 1:7)

3. Then hast forgives the iniquity of thy people, and thou hast covered all their sin. (Psalm 86:2)

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PREPOSITIONS
Aboard, about, above, across
Against, along, around
Amid, among, after, at
Except, for, during, down
Behind, below, beneath, beside
Between, before, beyond
By, in, from, off, on, over, of
Until, unto, upon
Under, underneath, since, up
Like, near, past, throughout, through
With, within, without, outside
Toward, inside, into, to



SENTENCE PATTERNS

S Tr V DO
S Tr V IO DO
S In V
S LV PA
S LV PN



Samples of Writing

Writing - Week 6

Teacher's Manual

Notes

We have included everything that your student has in his Student Book, *plus* we've listed some things you can discuss with your student during your daily "Meeting Time."

Day 1

Writers make writing look so easy – but you already know writing is not easy, is it? ☹

Writing is hard work, but once you learn some "secrets" that all good writers follow as they work through a piece of writing, maybe it will be a little less painful for you.

Even better, once you realize the system that all good writers follow, maybe you'll start to see that writing well isn't a talent you're just born with. Anyone can learn to write! Good writing is mostly a matter of careful planning and consistent work.

The process of writing is basically the same, no matter what kind of writing you're doing – from writing a letter to a senator, to writing a book, to writing a poem.

Steps of the Writing Process:

1. Plan
2. Write
3. Rewrite
4. Edit

The first step of the writing process is to plan what you want to say. Many times we want to just start talking, but then we quickly run out of things to say or we say them in a way that is confusing to our audience.

One reason writing is often difficult for kids is that you haven't lived as long as adults. You just don't have as much to write about! You haven't seen as much, thought about as much, experienced as much, or been taught as much as adults have.

In order to write well, you need to write out of an abundance of ideas. Sometimes your brain is like Old Mother Hubbard's cupboard.

*Old Mother Hubbard
Went to the cupboard,
To give the poor dog a bone;
When she came there,*

Foundations of Writing
Week 6

Page 1
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*The cupboard was bare,
And so the poor dog had none.*

If you don't have an abundance of ideas, you will have nothing to share with others. ☹

How do you get ideas?

- ✓ Write about things you love. What kinds of things do you wish you could tell others about? This is a good clue that you would have an easier time writing about this subject.
- ✓ Don't write too soon. You might think that you could write about something, but you need to give the idea time to grow within your mind. You also need time to write your ideas down on a list or in your journal.
- ✓ Begin to think about your topic as much as possible. Are there things you need to learn about it? Should you read some books or do some research on the Internet? Should you talk to other people who know a lot about this subject?
- ✓ Begin to make a beginning outline about your topic. We'll talk more about how to do this in coming weeks.

Planning what you will say, before you start to write, is the most important step of writing!

Think about how much YHWH our Creator must have loved us, to think about us before the world was even created and to plan each detail of His creation with people like us in mind.

"He chose us in him before the foundation of the world..." (Ephesians 1:4, ESV).

Assignment:

This week we're going to write about a topic you think you know a lot about and really love to think about.

For today, answer the following questions in writing. You do not need to use complete sentences or write in paragraphs, unless you would like to.

1. What is a topic you know a lot about and love to think about?
2. How did you learn so much about this topic?
3. Why do you like it?
4. With whom do you like to talk about this topic?
5. When did you start liking this topic?
6. Where do you learn new things about this topic?

(Do you see the "Six Serving Men" in this assignment?)

Foundations of Writing
Week 6

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High School Clubs...

HIGH SCHOOL CLUBS

Students aged 16 and up are welcome to join our clubs.



LITERATURE CLUB

START COURSE



SPEECH CLUB



START COURSE



WRITING CLUB


START COURSE

What Language Arts Looks Like on the Website...

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BIBLE TIMEHISTORYSCIENCELANGUAGE ARTSMATHELECTIVESSOLO WORKPRESCHOOLRESOURCES

LANGUAGE ARTS




COPYWORK (GRADES K-12)

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WORD POWER, PHONICS, & READING (GRADES K-3)

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SPELLING & VOCABULARY (GRADES 2-7)

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GRAMMAR & ORAL LANGUAGE (GRADES 4-12)

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HIGH SCHOOL CLUBS (AGES 16+)

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Arithmetic

Arithmetic is a subject your children can do on their own, after a 30-minute lesson with Dad or Mom, where you'll do math drills with them and explain new topics. Then give each student his daily worksheet. Be available to help as needed, but your children can often do the majority of the work on their own.

We offer Arithmetic Lessons for grades K to 8, with answer keys and a community of support for parents.



Samples of K, 1st, 2nd, 3rd

Arithmetic Teacher Guide

Week 14

K-3rd Grades

Supplies Needed

- Hundreds Chart
- Clock
- Pennies, Quarters, Nickels, Dimes, One-Dollar Bill
- Abacus (or counting objects)
- A Card Game

Day 1

Math Drills Together

- Count by 4s to 40.
- Count by 25s to 100.
- Count by 50s to 100.
- Count by 5s to 100.

Looking at a clock, count by 5's from 5 to 60.

Teach your child how to read the following times on a clock:

1:00 1:15 1:30 1:45

Roll one dice. Add 5 to the number rolled. (Repeat several times.)

Roll one dice. Add 6 to the number rolled. (Repeat several times.)

Roll one dice. Add 7 to the number rolled. (Repeat several times.)

Write the following numbers on the white board:

Write 107 million, 17 thousand, and 17.

Write 509 thousand, and ninety.

Write 1 trillion, 10 billion, 100 million, and 1 thousand.

Write 56 quadrillion, 7 million, 50 billion, 909 million, and 101 thousand.

Write 200 million, 666 thousand, and 905.

K-1st

- This is the first time your child has had quarters on his math paper. Help him count by 25s as he has been learning during his [100s Drill](#).
- The emphasis this week is on adding and subtracting the 7s family.

Day 2

Math Drills Together

- Count by 4s to 40.
- Count by 25s to 100.

Foundations of Arithmetic – Teacher Guide – K-3rd Grades

Week 14

Page 1

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Count 4 quarters to equal a dollar. Show a one-dollar bill. Ask: "Point to a quarter of a dollar." Ask: "Point to enough coins to make half a dollar."

Show an apple, and call it a "whole." Cut the apple in half, and call it a "half." Cut the apple into 4 quarters, and call each a "quarter."

Draw circles and other shapes on a white board. Have your child draw lines to cut each into halves and quarters.

Roll one dice. Subtract 5 from the number rolled. (Repeat several times.)

Roll one dice. Subtract 6 from the number rolled. (Repeat several times.)

Roll one dice. Subtract 7 from the number rolled. (Repeat several times.)

Looking at a clock, count by 5's from 5 to 60.

Teach your child how to read the following times on a clock:

8:00 8:15 8:30 8:45 etc.

K-1st

- No special instructions.

2nd-3rd

- In Section K, your child is introduced to fractions. Help your child see how easy these are. Take him in the kitchen and cut a piece of fruit or cake if it would help. (Be sure to keep doing [Math Drills](#) each day, because fractions are covered here.)

Day 3

Math Drills Together

- Count by 4s to 40.
- Count by 25s to 100.

Count 4 quarters to equal a dollar.

Have your child use an abacus (or small counting objects). Show a random number.

- Take away 7. How many are left?
- Take away 6. How many are left?
- Take away 5. How many are left?
- Take away 4. How many are left?
- (Repeat as desired.)

Review the following times on a clock:

1:00 2:15 3:30 4:45

Have your child use an abacus (or small counting objects) to answer the following:

- Five from 11 leaves how many? From 12 13 14 15 16?
- James had 11 marbles and lost 6. How many did he have left?
- Six from 12 leaves how many? From 13 14 15 16 17?
- James had 12 cents had lost 7. How many did he have left?
- Seven from 13 leaves how many? From 14 15 16 17 18 19?

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Week 14

Page 2

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6. James had 13 apples and gave his sister 8. How many did he have left? Together, draw pictures of some of these.

K-1st

- No special instructions.

2nd-3rd

- No special instructions.

Day 4

Math Drills Together

Make a calendar for this month using the biblical calendar your family follows.

<http://www.biblecalendar.com/12months/12months.pdf>

- Color all the odd days yellow. Color all the even days red.
- Circle the 4th day of the 3rd week.
- Put a star on the 2nd day of the 1st week.
- Draw a smiley face on the 5th day of the 4th week.
- Put an X on the 4th day of the 2nd week.

K-1st

- No special instructions.

2nd-3rd

- No special instructions.

Day 5

Math Drills Together

Play a card game together.

Recommendation:

Addition and Subtraction War -

<http://www.homeschool.com/CT/teachers/Guides/AdditionandSubtractionWar.pdf>

- Today is a "test" day. You may wish to reward a perfect paper with a special prize.

Foundations of Arithmetic – Teacher Guide – K-3rd Grades

Week 14

Page 3

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Week 14 - Day 1

How many cents?



1 + 6 =

2 + 5 =

3 + 4 =

6 + 1 =

5 + 2 =

4 + 3 =

Foundations of Arithmetic – Kindergarten 1st Grade

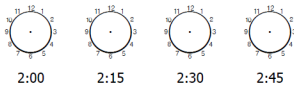
Week 14

Page 1

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Week 14 - Day 3

Draw hands to show the time.



I wish I had seven! How many more do I need?



3 dimes and 4 dimes are ____ dimes.
2 apples and 5 apples are ____ apples.
1 pear and 6 pears are ____ pears.
4 dogs and 3 dogs are ____ dogs.



Foundations of Arithmetic – Kindergarten 2nd Grade

Week 14

Page 2

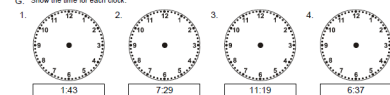
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Day 2

F. Find the sum.

- 11 + 11 =
2. 11 + 3 =
3. 11 + 1 =
4. 11 + 0 =
5. 11 + 8 =
6. 11 + 9 =
7. 11 + 5 =
8. 11 + 2 =

G. Show the time for each clock.



H. Calculate.

1. 18 - 15 =
2. 19 - 15 =
3. 19 - 9 =
4. 19 - 12 =
5. 17 - 7 =
6. 18 - 13 =
7. 17 - 15 =
8. 16 - 10 =
9. 17 - 12 =
10. 16 - 14 =
11. 19 - 6 =
12. 18 - 7 =
13. 18 - 8 =
14. 18 - 9 =
15. 16 - 8 =

I. Complete the counting tables.

1.	Count by 3 from 3 to 45
	3 6 9 12 15 18 21 24 27 30 33 36 39 42 45

J. Find the sum.

1. 45 + 2 =
2. 19 + 3 =
3. 39 + 4 =
4. 42 + 5 =
5. 71 + 6 =
6. 64 + 7 =
7. 98 + 8 =
8. 50 + 9 =
9. 43 + 10 =
10. 17 + 11 =
11. 40 + 12 =
12. 44 + 13 =
13. 71 + 14 =
14. 65 + 15 =
15. 99 + 16 =
16. 49 + 17 =

Foundations of Arithmetic – 2nd - 3rd Grades

Page 1

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Day 3

K. Complete the table.

+	16	13	21	29	20	28	23	26	19	18	12	24
8												
9												
10												
11												
12												

L. Find the sum.

1. 61 + 5 =
2. 12 + 5 =
3. 25 + 4 =
4. 60 + 6 =
5. 55 + 4 =
6. 24 + 5 =
7. 60 + 4 =
8. 18 + 4 =
9. 40 + 6 =
10. 10 + 5 =
11. 64 + 6 =
12. 91 + 6 =
13. 78 + 4 =
14. 83 + 6 =
15. 5 + 6 =
16. 85 + 4 =

M. Circle the odd numbers in each group.

1. 6,208 2. 9,405 3. 9,304 4. 3,619 5. 6,097 6. 3,796
1. 4,048 2. 6,743 3. 7,514 4. 6,223 5. 7,394 6. 4,015
1. 1,959 2. 2,485 3. 9,529 4. 5,898 5. 1,271 6. 2,188
1. 4,762 2. 9,865 3. 8,241 4. 2,803 5. 6,578 6. 2,188

N. Find the sum.

1. 88 + 2 =
2. 33 + 3 =
3. 35 + 4 =
4. 90 + 5 =
5. 14 + 6 =
6. 32 + 7 =
7. 88 + 8 =
8. 41 + 9 =
9. 87 + 10 =
10. 35 + 11 =
11. 92 + 12 =
12. 34 + 13 =
13. 88 + 14 =
14. 41 + 15 =
15. 99 + 16 =
16. 49 + 17 =

O. Find the sum.

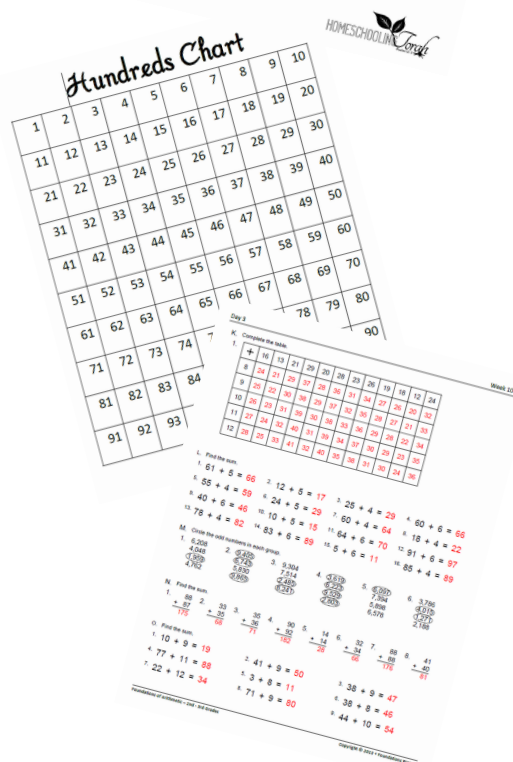
1. 10 + 9 =
2. 41 + 9 =
3. 38 + 9 =
4. 77 + 11 =
5. 3 + 8 =
6. 38 + 8 =
7. 22 + 12 =
8. 71 + 9 =
9. 44 + 10 =

Foundations of Arithmetic – 2nd - 3rd Grades


Page 2

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42 addend
+ 15 addend
57 sum



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BIBLETIMEHISTORYSCIENCELANGUAGE ARTSMATHELECTIVESSOLO WORKPRESCHOOLRESOURCES

ARITHMETIC 4-8 YEAR 1 - MONTH 2 (WEEKS 6-9)

Arithmetic 4-8 Year 1

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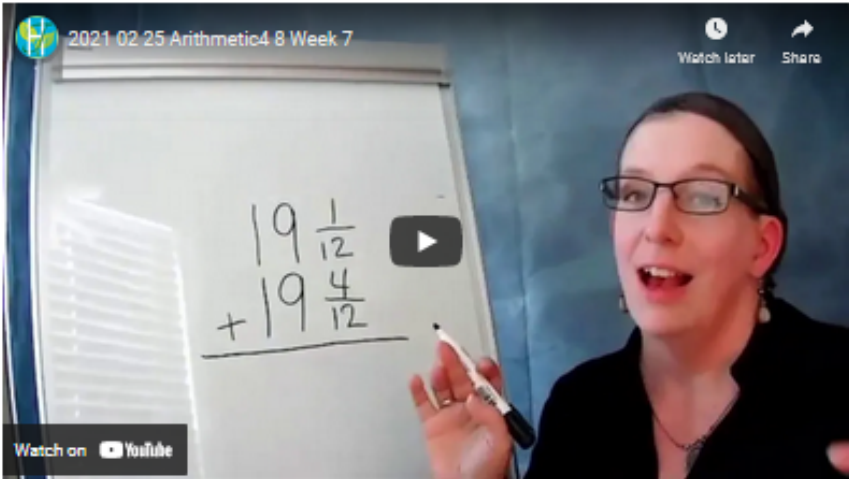


Before getting started, download the following lessons for your family. Print them and place them into your binders.

Help with Week 7 Day 1 Section A

2021-02-25 Arithmetic 4-8 Week 7

Watch laterShare



Watch on YouTube

DOWNLOADS FOR THIS LESSON

PDF

Arithmetic 4-8 Year 1 - Month 2 (Weeks 6-9)

PDF

Arithmetic Answer Key 4-8 - Month 2 (Weeks 6-9)

PDF

Arithmetic Teachers Guide 4-8 - Month 2 (Weeks 6-9)

PREV LESSON

NEXT LESSON

LESSONS IN THIS COURSE:

ARITHMETIC 4-8 YEAR 1 - INTRODUCTION

HANDY MATH CHARTS

ARITHMETIC 4-8 YEAR 1 - MONTH 1 (WEEKS 1-5)

ARITHMETIC 4-8 YEAR 1 - MONTH 2 (WEEKS 6-9)

ARITHMETIC 4-8 YEAR 1 - MONTH 3 (WEEKS 10-14)

ARITHMETIC 4-8 YEAR 1 - MONTH 4 (WEEKS 15-18)

ARITHMETIC 4-8 YEAR 1 - MONTH 5 (WEEKS 19-22)

ARITHMETIC 4-8 YEAR 1 - MONTH 6 (WEEKS 23-27)

ARITHMETIC 4-8 YEAR 1 - MONTH 7 (WEEKS 28-31)

ARITHMETIC 4-8 YEAR 1 - MONTH 8 (WEEKS 32-36)

Electives

Electives are a delight-based way to study things that round out a child's interests and abilities. As always, we have been careful to base each of these subjects in Scripture, helping equip our children for future service to the King of Kings!



Art & Torah Crafts

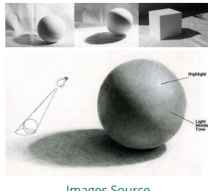
ART 6 – LIGHT SOURCES

Art



This week we are going to learn how light affects a drawing or painting, making it look more realistic — or if not considered, can make it look very unrealistic.

Assignment: After visiting [this week's lesson website](#), find a strong source of light (such as a bright flashlight, or a lamp with the shade removed). Place it by an object you'd like to draw. Move it around, and see how it changes the way the object looks. Also notice the shadows that are cast. Finally, choose a location for your light source that makes your object look best — then draw your object.



CRAFT – SHOFTIM



KEEPSAKE JAR

Sometimes you see things that remind you of a very special person. You might think fondly of that person, but does that person know that you're thinking of him?

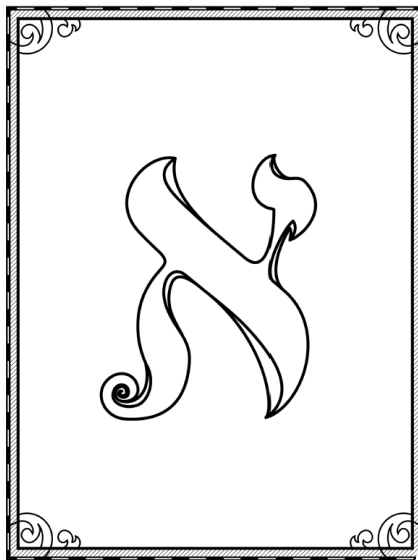
It's nice to learn to communicate our thoughts of love and affection to others. Here is a craft project you can do to illustrate how much you're thinking of someone special. You can make a keepsake jar that can be filled with tiny treasures you have collected throughout the year that remind you of this person. Then, at a special occasion, you can surprise that person with this jar full of great memories.

Instructions can be viewed here:

(Note: The instructions here are for making a baby keepsake jar, but you could do it for any special person.)

- <http://happilyevermom.com/2014/02/14/baby-keepsake-jar/>

Hebrew



Lesson Aleph | 1

Lesson Aleph

About the Letter

Aleph (pronounced "ah-lef") is the **father** of the Hebrew Alphabet, as it is the **first** letter. The picture behind the shape of Aleph is believed to be an **ox head** or **bull**.

Think about an ox. What kind of qualities does an ox have? It is a strong and dependable animal, able to carry heavy loads!

The Aleph is also a picture of our Father, Yehovah. Just like an ox, Yehovah is our dependable Father. He is strong (like an ox), reliable, and able to carry us when we are weak. He is our strength and our Master.

Aleph can also represent strength, unity, first, master, power and leader.

Genesis 1:1 says, "In the beginning, **God** created the heavens and the earth."

The word "God" in this verse is Elohim in Hebrew. It shows us how the Aleph can be a picture of our God because it is the first letter of one of His names, meaning "God of gods." It shows us that Yehovah is number one!

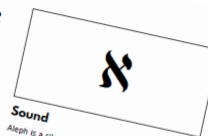
Numerical Value

Aleph represents the numbers **1** and **1,000** in the Hebrew numerical value system.

It reminds me of this Scripture verse: "Hear, Israel: Yehovah is our God. Yehovah is one" (Deuteronomy 6:4).

And therefore, it shows us that just as Aleph is one, our God Yehovah is also one. He is the **one** true and **only** God.

19 | Alephbet for Beginners from Psalm 119



Sound

Aleph is a silent letter. It does not have a sound by itself, unless a vowel (nikud in Hebrew) is given to it.

When Aleph is given a vowel, it acts as a "carrier," as it carries the vowel it is given and only makes the vowel sound.

In order to make a sound, it needs a vowel. When it isn't carrying a vowel, Aleph is silent.

Flashcard Words

Each lesson, you will be given a few words beginning with the letter you just learned. There are flashcards at the back of this book you may use (or you may create your own). Rip out, cut out, and laminate all the flashcards starting with the letter Aleph.

This will be your first Hebrew flashcard set. Read each of these words out loud. The pronunciation is right next to the Hebrew word.

Remember, Hebrew is read from right to left. (The **א** sound in these words makes the same sound as in the word **אבא**.)

אבא	Ab-ba	Dad, Father
אמא	Ee-ma	Mom, Mother
אח	Akh	Brother
אחות	Ah-choot	Sister
אני	Ah-nee	I
אנחנו	Ah-nah-choo	We

Flashcard Word Fun

1. Read through all your flashcards in your flashcard set, pronouncing the Hebrew words out loud.

Remember, Hebrew is read and written from right to left.

2. Circle the correct Hebrew word that goes with each picture.

אנחנו	אבא
אחות	אני
אחות	אמא

1.5 Octopus Tag: Set up cones so that you have two lines about 20 yards apart. The two edges are the "beaches" and the middle area is the "ocean." Choose one child to be the "octopus," who must stay in the ocean. The other children run from one beach to another without getting tagged.

Indoors: Have all children play on their knees (watch for rug burns). Make the ocean area smaller.

1.6 Jump Rope Game: Give each child a cup of cream soda, chocolate syrup, and a straw. Make the

This week's challenge:
Challenge #4 - Pacer Test
See p. 27.

Time your children's running ability today to use as a benchmark for future improvement. If young ones cannot complete the run, modify it to suit their ages.

This week's sport: Football
Learn More:
Football: http://en.wikipedia.org/wiki/American_football
History: http://en.wikipedia.org/wiki/History_of_American_football
Strategy: http://en.wikipedia.org/wiki/American_football_strategy
Rugby: http://en.wikipedia.org/wiki/Rugby_football
Flag Football: http://en.wikipedia.org/wiki/Flag_football

This week's game: Dribble Mania

Conc off a large square area in a gym or on a paved parking lot. Explain that each player must dribble his or her basketball and remain inside the cones area. The object is to knock away other players' basketballs while keeping your own ball dribbling. If a player's ball is knocked out of the square, he or she must leave the square until the next game.

This week's health research project:
A Beginner's Guide to Carbohydrates
https://www.mercola.com/nutritionplan/beginner_carbs.htm

Daily

1. So Big
2. Stair Step
3. Belly Button, Toenail Check
4. Stop Sign
5. Carpet Check
6. This Feels So Good

7. Alphabet Warm-Up
8. Jog in Place
9. Arm Circles
10. Jumping Jacks

11. Take Your Feet Off
12. Counting Cars
13. Butterfly
14. Rubber Legs
15. Backwards Scrubbing
16. Chair Stretch

19

116

Typing - Week 28

Day 1

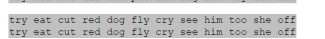
Day 1
Type the following section very carefully, following all indentation, bolds, italics, and punctuation. Do you know how to type a footnote as well?

a of to in is it he on as be at or by we up an do if
a of to in is it he on as be at or by we up an do if

a oh go my no am me so on at by up to if us he of in
a oh go my no am me so on at by up to if us he of in

the and you was for are his one say low boy old
the and you was for are his one say low boy old
got car ten war lay had hot but can out all use

- got car ten was lay had hot but can out all use
way her set air end put add big act why ask men
way her set air end put add big act why ask men



He that is of a proud heart stirreth up strife: but he
that putteth his trust in YHWH shall be made fat.
Proverbs 28:25

Let another man praise thee, and not thine own mouth; a

Though YHWH be high, yet hath he respect unto the lowly
but the proud he knoweth afar off. Psalm 138:6

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Chores & Life Skills

Chore Time - Week 1

Chores for All

In our house, everyone from the 1-year-olds to the 100-year olds does the following chores each day:

- ☐ Get dressed
- ☐ Put pajamas away
- ☐ Put dirty clothes away
- ☐ Make bed
- ☐ Brush teeth
- ☐ Fix hair

We do our chores right after breakfast and Torah portion reading. Sometimes Mom puts on some fun music.

If we are doing our chores too slowly, she will set a timer. If we don't complete our chores within that reasonable amount of time, we know we will be punished.

Mom (or an older sibling) helps the very youngest ones do their chores.

1. She first changes their diapers. She helps them walk to the garbage can to dispose of their diapers until they are old enough to do it themselves.
2. Next, she walks with them to the dresser for clean clothes and shows them where to put their pajamas.
3. Next, she helps them tug and pull on their blankets and smooths the wrinkles out for them. She helps them place favorite dolls and blankets on their pillows. (To make it easier for little ones to make their beds, she only uses a fitted sheet – not a top sheet.)
4. Then she walks them into the bathroom and brushes their teeth. As they get older, she lets them have a turn holding the toothbrush when she is done.
5. Finally, she brushes their hair. She shows them where to put the brush or comb when she is done.

Mom expects that any potty-trained toddlers should also be able to dress themselves and do most of their chores without help.

For children who can't yet read, she has placed a chore chart on the refrigerator (see p. 2). We "read" it every morning and do our chores in this order. By the time we are old enough to read, we're in the habit of doing these chores *first*, and we don't really need the chart any longer.

When we are done with our chores, we check if Mom has any additional chores she wants us to do (see each week's lesson plans, beginning p. 3).

Chore Time
Week 1

Page 1
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Chore Time
Week 2

C



Get dressed.



Put my pajamas away.



Put my dirty clothes away.



Make my bed.



Brush my teeth.



Fix my hair.

Chore Time
Week 1

Page 2
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Chores to Learn

Below are chores that you can teach (or review with) your child this week. If your older children haven't learned a chore well, be sure to take the time to teach it.

Week 3

This week's focus: "Making a Bed"

- ☐ Preschool & Elementary: This age child should be able to make a bed fairly well, especially if you eliminate the top sheet and use just a comforter on top. Help him to arrange any stuffed animals and blankets neatly. Remind him to check for "lost" toys or clothing under the bed and behind the bed.

- ☐ Older Children: Now your child is old enough to learn how to make an entire bed, even the sheets. Why not even teach how to make hospital corners? See <http://www.marthastewart.com/246682/hospital-corners>

Ways We Need to Improve:

How Children Can Help:

How Mom and Dad Can Help Children:

Menu

Date _____

	Breakfast	Lunch	Supper
1st Day Snack Ideas:			
Prep Jobs:			
2nd Day Snack Ideas:			
Prep Jobs:			
3rd Day Snack Ideas:			
Prep Jobs:			
4th Day Snack Ideas:			
Prep Jobs:			
5th Day Snack Ideas:			
Prep Jobs:			
6th Day Snack Ideas:			
Prep Jobs:			
Sabbath Snack Ideas:			

Notes:

Cookbooks for the Week:

Kids' Chores

Kitchen	Clear table, food Dishwasher Dry & Put away Set table, sweep	Kiersten Kaitlyn/Jack Andrew Kaulice
Daily	Feed dog & cat Kitty litter Start laundry Catchups Recycling	Kaulice Kaitlyn Kiersten Arik Andrew

School Day Schedule:

7:30	Wake Up
8:00	Breakfast
8:30	Family - Bible
8:30	Chores/Preschool
9:00	School
9:30	Lunch
1:00	Homework/Work
1:30	Crafts/Projects
2:30	Outside
4:30	Meal Prep/Laundry
5:00	Supper
6:00	Chores/Bath
7:00	

After Supper:

- ☐ Pets
- ☐ Tomorrow's Clothes
- ☐ Bath
- ☐ Toys

Laundry:

- ☐ Monday - Girls' Sheets
- ☐ Thursday - Boys' & Parents' Sheets

Kitchen Helpers:

Breakfast:

- ☐ Andrew
- ☐ Kiersten
- ☐ Kaitlyn
- ☐ Jack
- ☐ Kaulice
- ☐ Kacey
- ☐ Samantha
- ☐ Kaitlyn

Before Breakfast:

- ☐ Get Dressed
- ☐ Dirty Clothes
- ☐ Make Bed
- ☐ Brush Teeth
- ☐ Deodorant
- ☐ Hair

Bedrooms:

- Daily:**
 - ☐ Toys put away
 - ☐ Bed made
 - ☐ Dirty clothes put away
 - ☐ Closets neat
 - ☐ Lights off
 - ☐ Decorations straight
- Monday:**
 - ☐ Under beds
 - ☐ Dust
 - ☐ Vacuum

Cleaning Chores:

- ☐ Monday - Bedrooms
- ☐ Tuesday - Bathrooms
- ☐ Wednesday - Floors, stairs
- ☐ Thursday - Other, outside
- ☐ Friday - Kitchen, bathroom, floors

Solo Work

There are many subjects your children can (and should!) do on their own time every day. This teaches them to be responsible and to finish their work well. Solo work ranges from independent Bible reading, assignments in history and science, math homework, and spelling words, to chores and music practice.



Student: _____

Grade: _____

Together School

- ☐ Bible
- ☐ Science (once a week)
- ☐

Homework

- ☐ Spelling
- ☐ Math
- ☐ Copywork

Reading Subjects

- ☐ Bible Reading
- ☐ Chapter Book or Read to Teacher
- ☐

Other

- ☐ Music/Electives
- ☐

<https://homeschoolingtorah.com/student-checklist>

High School

STUDENT: _____

GRADE: _____

TOGETHER SCHOOL

- ☐ BIBLE
- ☐ GRAMMAR
- ☐ HISTORY
- ☐ SCIENCE

HOMEWORK

- ☐ ADVANCED MATH
- ☐ COPYWORK
- ☐ HISTORY
- ☐ SCIENCE
- ☐ FOREIGN LANGUAGE

READING SUBJECTS

- ☐ BIBLE READING AND STUDY
- ☐ LITERATURE
- ☐

OTHER

- ☐ MUSIC/ELECTIVES
- ☐

<https://homeschoolingtorah.com/student-checklist>

Teacher Resources



Membership includes easy-to-follow instructions for new homeschoolers and veterans alike, with practical planning helps for parents — such as household planners, menus, and recipes (featuring biblically clean foods!).

We've done the prep work for you, freeing you up so that you have energy for priorities of home, children, and marriage. At the beginning of each month, simply print... insert into a 3-ring binder... teach.

PLUS, we'll give you private access to videos, webinars, articles, and community events. Both new and experienced homeschool moms can find mentoring.




What Resources Look Like on the Website...

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NEW? START HERE!





Welcome to Homeschooling Torah!

Are you ready to set up your curriculum? We'll walk you through — step by step!



STEP 1 – GET SUPPLIES



STEP 2 – SET UP YOUR TEACHER NOTEBOOK

If you're anything like me — it helps to have your daily lesson plans in print, so you can touch them, feel them, look at them, think about them, and pray over them. Your Teacher Binder will become your "brain." 😊

Print these to get started:

1. [Print the spine for your binder.](#)
2. [Print a cover for your binder.](#)

“ Do you like to color? Sometimes while my children are doing their math or copywork, I get a little bored. To keep me from wasting my time on social media, and so that I stay with my children (Proverbs 29:15), I enjoy coloring. We have included a coloring page in your front cover.



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Biblical Holidays:

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Biblical Holidays

The Bible studies, lesson plans, and fun activities on this page will help your family observe and keep the feasts of YHWH in your home.



The Biblical Feasts (Free E-Book)

posted on: AUGUST 1, 2013 ([p4g](#))

Scripture tells us that everything in the Bible points to our Messiah, Yeshua. For Christ is the telos of the law for righteousness to everyone who believes ([Romans 10:4](#)). The Greek word telos means ...

[CONTINUE READING →](#)



A Sabbath Study

posted on: AUGUST 1, 2013 ([p4g](#))

Here is a biblical study of the Sabbath. Websites Linked: https://www.blueletterbible.org/R?y/lev/23/3/t_conc_113003 ...

[CONTINUE READING →](#)



Ideas for Celebrating Erev Shabbat

posted on: AUGUST 4, 2013 ([p4g](#))

There are only a few commands given in the written Torah on how to observe the sabbath day. Of course, we are not to work. We are to rest. We are to assemble. We are not to cook. We are not to buy and ...

[CONTINUE READING →](#)



A Day of Rest with Little Ones

posted on: AUGUST 5, 2013 ([p4g](#))

(Is That Even Possible?) Guest post by Katie Hinn Recently, I was asked how do I make Sabbath happen with so many little ones. Currently, in our home we have four preschoolers, and one toddler. We ...

[CONTINUE READING →](#)



Learning about Aviv Barley

posted on: APRIL 1, 2014 ([p4g](#))

Here is an educational study of aviv barley in Israel and in Scripture. It includes lots of articles, Bible study, images, video, and even recipes! ...

[CONTINUE READING →](#)



Passover and the Feast of Unleavened Bread

posted on: APRIL 11, 2014 ([p4g](#))

Here is an 8-page Scripture study of Passover and the Feast of Unleavened Bread. Since these holidays are surrounded by many traditions, we recommend that you start with Scripture. Once you are ...

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The Events of the Week of Yeshua's Death and Resurrection

posted on: APRIL 14, 2014 ([p4g](#))

Here is a biblical study of the timing of the events that proved that Yeshua was our Messiah and that our hope of the resurrection is not in vain. HalleluYah! We also highly recommend this Passover ...



The Feast of First Fruits

posted on: APRIL 15, 2014 ([p4g](#))

I personally believe that the feast of first fruits is one of the most neglected of all the feasts. However, this feast represents the resurrection of our Messiah and promises our own resurrection! It ...

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Celebrating Shavuot

posted on: JUNE 4, 2014 ([p4g](#))

Start with Scripture Names for Shavuot [Exodus 34:22](#) What is the Hebrew word for "weeks" in this verse? What does it mean? [Exodus 23:16](#) [Deuteronomy 16:16](#) [Acts 2:1](#) What is ...

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THIS WEEK'S MENU



Date: April 4-April 10, 2021

Torah Portion: Shemini

Chicken Cordon Bleu Rollups

Hamburger Rice Skillet

Kielbasa Stew
(Use beef or turkey kielbasa!)

Slowcooker French Dip Sandwich

Pizza Roll-Ups

Chocolate Chip Cheesecake

Glazed Cinnamon Scones

Peppered Brisket and Cabbage

[DOWNLOAD THIS WEEK'S MENU](#)

(Click to download a blank menu form)



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We offer the following recipe categories:

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- [Soup](#)
- [Vegetarian Dishes](#)

Many of our recipes are written by Elizabeth Lock.

ABOUT ELIZABETH:

I am a wife, mother, homemaker, homeschooler, and sister to many in Messiah. In my journey to be healthy, I have gradually refined my pantry to clean, unadulterated food. I believe making real food leads to good health and connecting with people. From traditional fermented fares to Kosher preparations and everything in between, making food should be enjoyable and nourishing.

A little more about my journey:

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Don't just hang around, lurking in the shadows. Tell the Homeschooling Torah community what's happening! 😊

 [torahmom](#)

Write here or use @ to mention someone.

All Updates Likes





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 [marieroot](#) posted an update · 5 hours ago

Question #5 to help us all get to know each other —What best describes the noise level in your household? 😊

- 1) Quiet
- 2) Usually quiet, noisy at times
- 3) Usually noisy, quiet at times
- 4) Always noisy

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\$47/month

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Start Today: Access an Entire Year's Lessons Immediately

Hassle-free 30-day money-back guarantee

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<https://homeschoolingtorah.com/how-to-join>

