

CYCLE 2 WEEK 4 CONTENT

TUTOR PLANS

GEOGRAPHY

European Rivers
 Seine River
 Rhine River
 Elbe River
 Po River
 Danube River
 Volga River

PREP BEFORE COMMUNITY DAY:

- Outline rivers in different colors with dry erase markers on trivium table maps.

- Begin with review:
- Distribute laminated trivium table maps
 - Sing Western European Countries Song (London Bridge tune, Week 3).
- Each child gets a small fish figurine to “swim” down the rivers.
- Story Adventure - Fish Travels the Rivers:
 - Seine River (France) - fast train in Paris; Seine sounds like train
 - Rhine River (Germany) - castles & vineyards; Rhine sounds like vine
 - Elbe River (Germany) - church bells in Dresden; Elbe sounds like bell
 - Po River (Italy) - farmland with wheat & rice; Po sounds like dough
 - Danube River (Vienna) - music & tubas; Danube sounds like tuba
 - Volga River (Russia) - volleyball on the riverbank; Volga sounds like volleyball
- Teach the song: *Row, Row, Row Your Boat* tune
 - Sing several times while pointing to rivers with fish figurines.
- Review Game - Story Recall:
 - Ask: “Which river had the vineyards?” “Which river had the pizza dough?”

ENGLISH

Nominative Pronouns

	singular	plural
first	I	we
second	you	you
third	he/she/it	they

- Introduce nominative pronouns with a song
 - Tune: *Here We Go Looby Loo*
 - Begin with this week’s pronouns only
- Practice together:
 - Tutor sings, then children join in
 - Repeat several times for familiarity
- Add motions for engagement:
 - Swing arms left and right with the rhythm of the song
 - Movement helps memory stick and keeps little ones focused

TIMELINE

22. Early Native Americans
 23. Israel Divides into Two Kingdoms
 24. Homer and Hesiod
 25. Rome Founded by Romulus and Remus
 26. Israel Falls to Assyria
 27. Assyria Falls to Babylon
 28. Lao-Tzu, Confucius, Buddha

PREP BEFORE COMMUNITY DAY:

- Purchase large paper letters
- Tape first letter of each timeline event on the top of each card

- Before class:
 - Place 7 pieces of painter’s tape on the wall for card placement
- During class - Circle Activity:
 - Sit in a circle, pass out 1-2 cards per child.
 - Tutor names the first event (e.g., Early Native Americans).
 - Ask: “What letter does it start with?” → child answers.
 - Child with that card holds it up, tutor shows the motion, then places card face up in the circle.
 - Repeat until all cards are laid out.
- Guess the Missing Card Game:
 - Spread cards out so all can see.
 - Kids close eyes while tutor secretly removes one card.
 - Kids guess which is missing; correct guesser tapes it to the wall in order.
 - Sing the “Timeline Hop” song as they hop to the wall:
 - 🎵 “Timeline hop, timeline hop, hop, hop, hop.
 Timeline hop, timeline hop, hop, hop, stop.” 🎵
- Final Review:
 - Children stand in front of the wall cards.
 - Practice timeline hand motions together.
 - Sing the timeline song as a group, keeping motions in sync.

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MATH	<p><i>7s and 8s</i> 7 14 21 28 35 42 49 56 63 70 77 84 91 98 105 (Frere Jaques)</p> <p>8 16 24 32 40 48 56 64 72 80 88 96 104 112 120 (Oh! Susanna!)</p>	<p>PREP BEFORE COMMUNITY DAY:</p> <ul style="list-style-type: none"> Print off action cards, cut out and laminate <ul style="list-style-type: none"> Skip Counting by 7s <ul style="list-style-type: none"> Hand out skip counting printouts (from HomeandHopeCo by @kimberlyvieley). Give each child an eyeball ring to “look at” each number as they sing. Sing the 7s to the tune of Frère Jacques (see tutor video). Change up the speed: <ul style="list-style-type: none"> Slowly Faster Really fast Skip Counting by 8s <ul style="list-style-type: none"> Switch tune to Oh! Susanna (see tutor video). Hand out action cards (march, jump, spin, tiptoe, etc.). Children perform their action while singing the 8s together. Repeat with different action cards each time for variety.
HISTORY	<p><i>Tell me about the Magna Carta.</i></p> <p>English King John signed the Magna Carta in 1215, limiting the king’s power. Later, England’s King Edward III claimed to be king of France and began the Hundred Years’ War in 1337.</p>	<ul style="list-style-type: none"> Teach/Sing the history sentence correctly first (see tutor video for tune). Play the “Silly Words” Game: <ul style="list-style-type: none"> Tutor sings the history sentence with funny mistakes: <ul style="list-style-type: none"> English King John signed the Mango Carton in 1215, limiting the king’s shower. Later, England’s King Edward the Bee claimed to be king of Fries and began the Hundred Bears’ War in 1337. Children raise their hands when they hear a mistake and say the correct word. After each correction, tutor repeats the sentence correctly up to that point. Kids hear the correct version many times while staying engaged. Final Round: <ul style="list-style-type: none"> Everyone stands up to dance or march around the room. Sing the history sentence together with movement.
SCIENCE	<p><i>What are some parts of the food chain?</i></p> <p>producer consumer decomposer</p>	<p>PREP BEFORE COMMUNITY DAY:</p> <ul style="list-style-type: none"> Print out the Food Chain Game cards, cut out, and place in sleeves of cube <ul style="list-style-type: none"> Draw three columns on the board: Producers, Consumers, Decomposers. Dice Game - What Am I? <ul style="list-style-type: none"> Use a large die with picture sleeves (2 images for each category). A child rolls the die → matches the category. Child selects a prepared card of that type and tapes it under the correct column. Continue until all children have had a turn and the chart is filled. Song: Teach a simple song to the tune of <i>Oh! Susanna</i> that matches this week’s science sentence.

CYCLE 2 WEEK 4 CONTENT

TUTOR PLANS

LATIN

1st Conjugation. Endings- Imperfect Tense

Singular

____bam I was ____ing
 ____bās you were ____ing
 ____bat he, she, it was ____ing

Plural

____bāmus we were ____ing
 ____bātis you were ____ing
 ____bant they were ____ing

- Begin with repetition:
 - Say each ending aloud together.
 - Sing endings to the Latin song (see tutor video for tune).
- Movement Game - Sit/Stand with Endings:
 - Write all six endings on the board.
 - Children choose one ending to circle.
 - Start standing → sing the song → when circled ending is sung → sit down.
 - Stay seated until the circled ending comes again → stand back up.
 - Since each ending repeats twice, group ends standing.
- Add more circled endings:
 - Each new circled ending = more frequent sit/stand changes.
 - Quickly becomes silly, active, and challenging.

FINE ARTS

Drawing: Abstract Art
 **See FG p. 84

- Tutor tells children to color the different shapes however they want.
- Tutor helps children cut out shapes
- Children glue shapes on a blank paper in any kind of design to make some abstract art.
- *See attached!

HANDS-ON SCIENCE

#11 On the Move & #12 Speedy

- Follow Hands-on Science Script

REVIEW

- Prep before class:
 - Cut out & laminate Stinky Feet sign and foot cards.
 - Cards show little feet on the front; numbers -20 to +20 (by 5s) on the back.
- Gameplay: **STINKY FEET!**
 - Split class into teams.
 - Tutor asks first child a review question (any subject).
 - If correct → child picks a foot card.
 - If unsure → teammates can help answer.
 - Turn over the card:
 - If it's a "stinky" foot (negative number), child removes one shoe!
 - Add or subtract the number from the team's score.
- Game ends when all foot cards are gone.
 - Team with the highest score wins.
 - (Variation: make the lowest score win for a fun twist!)

PRESENTATION TOPIC

Be an animal in the food chain. Choose an animal or plant from the food chain and present about what they eat, what eats them, and why they're important in the food chain. (Bring a prop or dress the part if you like!)

- Remind children what they should be doing while their classmates present.
- Encourage them to think about a question they can ask.
- Encourage presenter to speak loudly and to ask for questions at the end.

Abstract Art

Children color shapes, cut them out, then make abstract art by gluing them in a design on another blank piece of paper.

