



The Wonder of **Grade 6**

Curriculum Sample

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**Welcome to the Wonder of Grade Six!**

What an incredibly exciting time you are entering! Your child is moving towards another turbulent time of change. The word "adolescence" literally means the process of developing from a child into an adult. Throughout the year, Daily Wonder will offer parent education and reflective tools to help support you as the parent of a pre-teen! How wonderful to support your child from a place of trust and inner knowing that they are exactly where they should be. As your child reaches for more independence, they meet the world with a critical eye. This critical eye comes with a powerful emotional burst, and the logical aspect will still be developing over the next few years. The curriculum offers your child scientific phenomenon to observe, and to practice reporting objectively. The history curriculum moves away from myth and into recorded history, with many biographies of historical figures to discuss and debate. This will satisfy your child on many levels, and they will flourish through Daily Wonder!

Year Overview

Month	Curriculum Areas	Social Emotional Learning Competencies	First Peoples' Principles of Learning	Description
MONTH 1: The Wonder of the Geology	<ul style="list-style-type: none">• Science• Language Arts• Arts Education	<ul style="list-style-type: none">• Creative Thinking	Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)	The study of Geology brings the students down to the earth, with a focus on the layers that make up the ground we stand on. The local landscape offers great opportunities to explore the wonders of the mineral world. Charles Kovacs' book; Geology, informs this unit.
MONTH 2: The Wonder of the Roman Times	<ul style="list-style-type: none">• Social Studies• Language Arts	<ul style="list-style-type: none">• Critical Thinking• Communication	Learning is embedded in memory, history, and story.	Roman times connect beautifully to Ancient Greece. With some mythical stories of Rome's beginning, we move into historical life and times of the Roman Empire, and see the foundation of structure and idea that we utilize in our lives today.
MONTH 3: The Wonder of Geometry	<ul style="list-style-type: none">• Math• Arts Education• Social Studies	<ul style="list-style-type: none">• Personal Awareness	Learning involves patience and time.	An introduction to the compass and protractor takes place. The wonder of the tools that allow for precision in geometry. A balanced artistic and mathematical experience unfolds as your child awakens to the beauty and wonder of the next steps in geometry.



MONTH 4: The Wonder of Economics	<ul style="list-style-type: none"> • Math • Social Studies • Language Arts 	<ul style="list-style-type: none"> • Creative Thinking • Social Responsibility 	Learning recognizes the role of indigenous knowledge.	Understanding the history of economics, beginning with the indigenous people, bartering, and trading, and following its unfolding into today's economic system. Learning takes place through practical activities such as business ideas, and start-ups, basic banking, and money management.
MONTH 5: The Wonder of European Geography	<ul style="list-style-type: none"> • Social Studies • Language Arts 	<ul style="list-style-type: none"> • Positive Personal and Cultural Identity 	Learning requires exploration of one's identity. Learning involves generational roles and responsibilities.	The history of Rome and the Middle Ages lends perfectly to the study of the continent of Europe. Learning about the variety of culture and language within such proximity brings a new wonder and appreciation for Europe.
MONTH 6: The Wonder of the Fall of Rome	<ul style="list-style-type: none"> • Social Studies • Language Arts 	<ul style="list-style-type: none"> • Communication 	Learning is embedded in memory, history, and story.	Reasons for the fall of the Roman Empire will be explored. This block encompasses the spread of Christianity.
MONTH 7: The Wonder of Astronomy	<ul style="list-style-type: none"> • Science • Language Arts • Social Studies 	<ul style="list-style-type: none"> • Creative Thinking • Communication 	Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).	As students wake up more fully to their surroundings, not only do they study the ground they are standing on, but they also look up to investigate the stars above. Through observation, sketching and highlights of great astronomers the wonder of the skies open.
MONTH 8: The Wonder of Continental Geography	<ul style="list-style-type: none"> • Social Studies • Language Arts • Math 	<ul style="list-style-type: none"> • Social Awareness and Responsibility 	Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Learning recognizes the role of indigenous knowledge.	This block focuses on the continent you are living on. With ever widening steps, from local region, to country, you have now expanded to look broadly at an entire continent. Mapmaking, stories, themes of exploration and indigenous values make up this investigation.
MONTH 9: The Wonder of Physics	<ul style="list-style-type: none"> • Science • Language Arts 	<ul style="list-style-type: none"> • Personal Awareness • 	Learning involves recognizing the consequences of one's actions.	This is the first laboratory science. Students will have opportunity to experiment with the wonder of acoustics, optics, and heat.
MONTH 10: The Wonder of Medieval Times	<ul style="list-style-type: none"> • Social Studies • Language Arts 	<ul style="list-style-type: none"> • Communication 	Learning is embedded in memory, history, and story.	Students will delve into the history of the feudal system of Europe. This will cover the Rise of Islam and the time of the Crusades.



The Morning Lesson

Rhythm and Routine

At Daily Wonder we talk a lot about rhythm and routine. That's because we know that young children feel a sense of good health when they are held by boundaries, including the lay-out of the day, week, month.... Children are meant to learn through play and doing until they reach high school. This means we need to provide them with lots of activities that spark their creativity and provide space for wonder. When they know what is expected of them the children are freed up to be in the moment. It is up to the adults to create the boundaries to free the children.

A friend recently told us that she was not expecting the freedom that came with building a fence around her property. It sounds kind of backwards, that a fence creates freedom, but think about it...she has a dog that had to be tied up or managed all the time. Once the fence went up, the dog knew how far it could go and the people trusted that the dog would just do dog things. We aren't comparing children and dogs, but we are comparing the freedom fence to boundaries.

Rhythm – this is your wide level organization such as your year, when you start school, what holidays or celebrations you participate in, what time you get up each day, what time you start and end your morning lesson...

Routine – these are the details within your rhythm such as singing a song to begin the morning lesson, lighting a candle before story, and how you end the day. Routines are kind of like the rules for 'how we do things'.

Your Daily Wonder teachers suggest the following rhythm for your morning lesson (framework for sample taken from "The Roadmap to Literacy" by Langley and Militzer-Kopperl):

Portion	Time amount	Content – each portion has a balance of loud and quiet
Opening	12-15 min	Begin, verse, singing, speech, movement, nature observation, riddle, etc. Here you are welcoming the day, becoming present for the lesson.
Skills/Practice*	20-40 min	Practice skills and activities associated with concepts from previous days, here you are building competencies (knowledge and abilities) on the path to understanding concepts.
Intro/Review*	10-25 min	New and on-going concepts, new subject content, new skills, review previous day, multi-sensory activities
Bookwork*	15-35 min	Portfolio for writing/drawing, copy, picture; practice books for rough draft, rules, etc.
Story	15-20 min	The key! Preferably told rather than read. Used to intro new concept or as soul food, can be moved to Intro section

*can include one or two transition activities of 2-3 minutes

Transition – Integrated Movement Activities (IMA) such as singing, clapping, speech, movement, developmental exercises, bean bag, Simon says, etc

**What Else?**

As you can see, we are suggesting a morning lesson that is between 1 – 2 hours each morning. We recommend this is followed five days per week. That leaves you a lot of day to fill before bedtime!

Numeracy – In addition to the Morning Lesson, your Daily Wonder team recommends that your child spend 15 – 30 minutes each day working on math foundation skills. DW is committed to introducing the big math concepts in Monthly Units throughout the year but your child needs to practice these skills daily. The amount of practice will be unique to your child, your schedule and their grade level. **We suggest using a provincial/state math book available at your local bookstore and working through this chapter by chapter.** Have a look at our Numeracy Scope and Sequence PDF to see what and when big concepts will come up for your child in a Monthly Unit, that way you can avoid the skill building portions for that topic in your math skills book until your child has been introduced to it properly.

Literacy – Your Daily Wonder team recommends that in addition to the Morning Lesson and Numeracy Practice time, your child spend 15 – 30 minutes each day reading. Again, DW will introduce literacy concepts along the way but reading and writing are foundational skills that need practice every day. Your child will have plenty of practice writing through the daily lesson, but reading is necessary to practice outside the lesson time. Depending on your child's relationship to reading at this time it can be great to read to your child, have them read aloud to you, or give them quiet space for silent reading. You'll know what combination suits your child best. Books you choose should be enjoyable, minimally but consistently challenging, contain appropriate content for the age of the reader, and provide examples of characters that share your child's frame of reference whenever possible.

Your Daily Wonder team also recommends a good balance of unstructured play time or creative time, and down time. Here is a sample of a daily rhythm used by some of our DW members:

Time	Activity
8 – 10 am	Morning Lesson
10 – 10:30 am	Snack and chores
10:30 – 11 am	Numeracy skills practice
11 – 12:30 pm	Play time/Creative time - unstructured
12:30 pm	Lunch and chores
1:30 – 3 pm	Play time/Creative time – structured (lessons, outings etc)
3 – 4 pm	Quiet time/Reading time



You are going to have unique rhythms and routines because your family's needs are unique. Our number one suggestion is, have fun! Our number two suggestion is, no matter how you organize your day and week, for best results keep it consistent.

Here are some ideas for activities to do after the morning lesson is finished:

1. Outdoor hike, adventure
2. Painting-- free painting or guided
3. Beeswax, clay, play-dough modelling---can have them create things based on morning lesson or seasonal themes
4. Knitting
5. Music lesson/practice
6. Free drawing- crafting time--based on morning lesson or seasonal themes
7. Cooking/baking
8. House chores
9. Journal writing
10. Older students could catch up on morning lesson work
11. Story time/ silent reading
12. Gardening
13. Woodwork
14. Building projects



The Wonder of Geology

Year 6 Month 1

This is a 5 day sample. Full unit includes 15 days of guided lessons and a 5 day flex week with suggestions for projects and independent work.



Month Overview

CURRICULUM AREAS/LEARNING OUTCOMES — CONCEPTS/BIG IDEAS

Science: Concept: Everyday materials are often mixtures. Your child will make observations in familiar or unfamiliar contexts. They will identify questions to answer or problems to solve through scientific inquiry. They will demonstrate a sustained curiosity about a scientific topic or problem of personal interest.

Connection: Your child will explore local rock formations, or human made mixtures. They will research alternative energy sources to coal.

Language Arts: Concept: Language and text can be a source of creativity and joy.

Connection: Your child will read independently, listen to stories, recite poetry. They will develop writing skills through paragraph writing, literary devices and editing. They will write a research essay.

Math: Concept: Computational fluency and flexibility with numbers extend to operations with whole numbers and decimals.

Connection: Your child will review previously learned concepts in their math workbook.

Social Studies: Concept: Economic self-interest can be a significant cause of conflict among peoples and governments.

Connection: Your child will begin to research the cleaner energy sources, discovering some reasons why they are not in mainstream use.

FIRST PEOPLES' PRINCIPLES OF LEARNING

Principle: Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Connection: The opportunity to experience the subject hands-on, deepens the experience for the child. Daily reflection allows for further understanding to develop. Your child is able to connect more deeply to geological processes through exploring their own personality. When we see the qualities reflected in another, this helps us to understand ourselves further.



CURRICULUM OVERVIEW

Daily Wonder science curriculum is brought from the whole to the parts. It is brought to the child through whole pictures, imaginations and experiences of the content. The science curriculum comes to life when your child is connecting through the hands-on lessons that bring the five senses to life. In order to balance this phenomenological approach with modern theories and facts, the child will be introduced to the common scientific theories of today. Daily Wonder science engages the child through their own experiences and feelings, keeping them open to the wonder. It also is able to show how theories come to be, and why they can be limiting. The child in Year 6 is ready for the experience of cause and effect. They are living in a world of polarities; in one way they are becoming more grounded and physically capable, and in another way, they are reaching outwards and connecting with their own ideals, values and goals. The Year 6 curriculum meets the child in these dynamic ways by teaching about the rocks of the earth (Geology) as well as the stars in the sky (Astronomy). Charles Kovacs' book; [Geology & Astronomy](#), informs this unit.

The Flex Week offers an opportunity for your child to do an independent research paper. If you plan to use all for weeks for this Geology study, the research assignment could be introduced on Day 9. A reminder will come on that day. It is very important to stay clear and open to however your child approaches this work. It is a work in progress, developing all the skills required to successfully complete a written research assignment. Use this time to observe areas of strengths and challenges for your child and find ways to support them to build confidence and satisfaction in their work.

For some children, this is challenging, and the most important part of the work can be establishing healthy work habits and time management. As well, keeping a light and calm attitude in the face of your child's struggles is very important in keeping a positive learning environment. Writing and developing work habits is a process that takes time.



PARENT PREPARATION

It would be worthwhile to do a little research about the geology of your region. What are the main rock types found in your area? How has the land transformed over billions of years? Are there any points of interest to learn about, or visit?

If you, or someone you know, is very interested in one aspect of the mineral world, be sure to bring that enthusiasm to your child. Consider modern day workers who utilize the minerals as a base for materials. Cement, glass, petroleum, precious metals, crystal work.

Look for some books to borrow from the library, or to buy for your own personal library.

Learn about this wonderful Geode Felting Activity ([video](#)) and then gather the necessary materials. This is a good afternoon activity.

You may want to choose your own seasonal or themed poetry for you and your child to memorize and recite each day. (one or two poems)

If you want, you could choose one or two songs you would like to incorporate into this unit.

SOCIAL EMOTIONAL LEARNING

The Thinking competency encompasses the knowledge, skills, and processes we associate with intellectual development. It is through their competency as thinkers that students take subject-specific concepts and content and transform them into new understanding. Thinking competence requires specific thinking skills as well as habits of mind and metacognitive awareness. These are used to process information from a variety of sources, including thoughts and feelings that arise from the subconscious and unconscious mind and from embodied cognition to create new understandings.

Critical and Reflective Thinking encompasses a set of abilities that students use to examine their own thinking and that of others. This involves making judgments based on reasoning, where students consider options, analyze options using specific criteria, and draw conclusions.

People who think critically and reflectively are analytical and investigative, willing to question and challenge their own thoughts, ideas, and assumptions and challenge those of others. They reflect on the information they receive through observation, experience, and other forms of communication to solve problems, design products, understand events, and address issues. A critical thinker uses their ideas, experiences, and reflections to set goals, make judgments, and refine their thinking.



MATERIALS NEEDED

- Library books on Geology, books with pictures to identify a variety of rocks
- Rock specimen kit is very valuable if you can get one, or ask around, friends may have beautiful rock collections, and crystals to lend you for the unit. Specifically: basalt, granite, obsidian, pumice
- Grade 6 math practice book
- Make sure you have a book that you would like to read to your child each day as “soul food”. [See our Resource Hub for recommended reading](#). The other option is that your child reads independently if that suits your family’s needs. (Also can be found in Hub Resources)
- Coloured felt (5-10 colours) and felting needle (fun activity - optional)
- Balloon or plain round ball - roughly the size of a globe
- Marker to draw on balloon or ball
- Plasticine—yellow, orange, red, brown, blue, green
- We encourage you to plan a field trip for rock exploration and classification. Day 13 would be ideal.
- We are learning about glaciers on Day 14/15. If you live near a glacier, find any story or legend around it.

SUGGESTED FIELD TRIPS

Depending on where you live in the world, this is easier or more difficult to do. Plan outings or hikes to interesting areas that highlight the various types of rocky terrain. Daily Wonder loves field trips!! Plan as many as you like, and feel free to adjust daily curriculum expectations!

- Visit caves
- Visit a mountain for a hike
- Go fossil hunting
- Visit nearby bodies of water to look at the types of rock
- Plan an outing to learn about making cement
- Visit a glass blower—learn about the formation of glass
- Visit a crystal shop, or someone who works with crystals
- Visit a jewelry maker who works with precious metals and gems
- Consider planning a field trip to do some rock exploration. Your child will be able to practice classifying igneous, sedimentary and metamorphic rock. Maybe there is a local place you can visit!



DEVELOPMENTAL CONNECTION

Your child is ready to be engaged in the study of the earth, with a focus on the layers that make up the ground that we stand on. Over the last three years, the science curriculum has slowly moved from the study of animals that walk the earth, to plants that are rooted to the earth, to rocks that make up the earth.

At this phase of development, the child is experiencing the weight and gravity of their bones and body. Metaphorically speaking, the rocks are the bones of the earth, providing the structure of countries and continents.

Daily Wonder science curriculum is a phenomenological approach to science. It is deeply inspired by Johann Wolfgang Goethe's approach to natural scientific research. Goethe's scientific method was participatory, morally responsive, and holistic in its approach to the description of dynamic life-world phenomena. (article sited below)

Resources:

Robbins, Brent Dean: "The Delicate Empiricism of Goethe: Phenomenology as a Rigorous Science of Nature"

PARENT REFLECTION

Questions to consider before going into this unit: Do I find this topic interesting or engaging at all? Why, or why not? What can bring more interest to me, so that my child feels my enthusiasm? How can I connect with the wonder of the mineral world? To assist you in connecting more deeply with this topic, connect to your own curiosity. What is one thing you would like to know a bit more deeply regarding the literal ground you stand on?? Search it out! Hopefully, you find yourself travelling through a geologically engaging wormhole!!

Questions to consider at the end of the unit: Reflect on your initial level of interest in this topic. What did you have to do to personally prepare for this unit? How did this serve you in your own personal development? Have you connected with more wonder regarding the mineral world? Why, or why not? Be honest, and kind with yourself.



Verses, Poetry & Song Suggestions

OPENING VERSE FOR GRADE 6

*I place myself steadfastly into existence.
With certainty I tread the path of life.
Love I nurse in the core of my being.
Hope I lay in all my doing.
Confidence I impress into my thinking.*

CLOSING VERSE FOR GRADE 6

*Be ye lamps unto yourselves.
Be your own confidence.
Hold to the truth within yourselves,
As to the only lamp.*

This can either be spoken or sung. [Here's the tune](#) if you wish to sing it.

UNIT POEM SUGGESTION

All That Is Gold Does Not Glitter

by JRR Tolkien

All that is gold does not glitter
Not all those who wander are lost;
The old that is strong does not wither,
Deep roots are not reached by the frost.
From the ashes a fire shall be woken,
A light from the shadows shall spring;
Renewed shall be blade that was broken,
The crownless again shall be king.



UNIT SONG SUGGESTION

Young Rider

(Slavic folk song, English by Fjeril Hess)

[Here's the tune](#)

Young Rider

Unknown

1. Young rid - er ap - ple cheeked one, 2. come with - er rid - ing.____

6 3. On her steed so proud and pranc-ing, come with - er rid - ing.____

11 No mat - ter where I ride, Slav - ic moun-tains at my side,

15 to She - mo - ra,____ to She - mo____ ra.



DAY 1

GOALS OF THE LESSON

Generate curiosity about the mineral kingdom through a local walk.
Understand the weather patterns from base to summit of a mountain.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

If you have not done so already, please make sure you watch the brief introductory video for this unit. The video will explain why this unit is developmentally appropriate for the child of this age. As well, if you are new to Daily Wonder, welcome! Please check out our website [Resource Hub](#).

TODAY'S LESSON

STEP 1: Opening: Begin the morning lesson with the morning verse. We suggest sticking with the same opening verse for the whole school year. Here's our suggestion for Grade 6:

*I place myself steadfastly into existence.
With certainty I tread the path of life.
Love I nurse in the core of my being.
Hope I lay in all my doing.
Confidence I impress into my thinking.*

You may add any other poetry or verse that speaks to you and relates to the subject or the season. See our suggestions above or choose your own.

Step 2. Intentional Movement Activity (IMA): Go for a walk: This is a great way to wake up your child's senses to the mineral kingdom. It can be an opportunity to generate questions and curiosity. If you live near rocky terrain, go and visit the area. Collect a variety of rock samples. If this is not possible where you live, walk around your neighbourhood. Take time to notice what is forming the "bones" of your neighbourhood. This would be the things that are made of concrete. Observing the sidewalks and foundations of homes, skate parks, pools, the use of gravel. What can your child discover about concrete and gravel uses? Even if you live near natural rock formations, be sure to notice what is made of concrete on your way.



Step 3. Math Practice: *Please make sure you have watched the video called Math Activities. Begin review of math concepts using your recommended math workbook. Observe your child's review of math. It is normal that math concepts that have been learned, "go to sleep" when not being used. It will take a few weeks to review and recall all the math that was previously learned!

Step 4. New Material: Write down any questions that have arisen from the walk. Have your child look up the word "geology" in the dictionary. Learn what the origin of the word is.

Guided Imagination: Create a calm and uncluttered space to sit comfortably with your child. Practice taking 10 deep breaths in through the nose and out through the mouth. Draw attention to the fact that when we feel and notice our breath, it helps us to be in the present moment. Have your child close their eyes and breathe.

Begin the guided visualization:

Imagine you are walking along a forest path, winding through the shadows and shafts of light. First you are walking through a deciduous forest. It is a hot summer day. The green leaves are blowing in the warm breeze. You are at the base of a large mountain. As you continue up the path, the forest is a mix of deciduous and coniferous trees. You can smell the freshness of the coniferous trees, and feel that the breeze is becoming a little bit cooler on your skin. The path is becoming steeper, and you are steadily climbing the mountain, which is rising up majestically before you. You no longer see any deciduous trees at this height. A refreshing river is flowing alongside your path. It is making its way to a clear, blue lake down below. Further up the mountain you climb, into the Alpine meadow. Trees no longer grow here, as the climate gets too harsh. Shrubs and wildflowers scatter the ground. Without the trees to shelter you, the wind feels much stronger and colder on your face. Still, further you climb, the air gets colder and the wildflowers and shrubs give way to moss and lichen. Still onward you climb, until you have reached snow and ice. There is only rock, snow and ice at the peak.

(take 3 deep breaths and open your eyes)

Step 5. Learning Portfolio: Have your child draw the title page for their learning portfolio. *Please make sure you have watched the video titled The Learning Portfolio. Create a drawing based on the guided visualization, and include the title: The Wonder of Geology.

Step 6. Story: Create your reverent story-time moment. Light a candle if this helps to set the mood. Read the chapter book you have chosen for this unit, or have your child read independently.

Step 7. Closing: Recite your closing verse to end the morning lesson. This can either be spoken or sung. [Here's the tune](#) if you wish to sing it.

Be ye lamps unto yourselves.

Be your own confidence.

Hold to the truth within yourselves,

As to the only lamp.



Day 2

GOALS OF THE LESSON

Understand the relationship between the weather patterns from equator to pole, and the weather patterns from base to summit of a mountain. These weather patterns create the same pattern of plant growth for the mountain and the whole earth.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

If you have not done so already, please make sure you watch the brief introductory video for this unit. The video will explain why this unit is developmentally appropriate for the child of this age. As well, you'll find lots of essential and helpful resources on our website under [Resource Hub](#).

Today you will need a balloon or plain round ball-roughly the size of a globe and a marker to draw on it.

TODAY'S LESSON

Step 1. Opening: Begin the morning lesson with the morning verse. You may add any other poetry, verse and song that speaks to you and relates to the subject or the season.

Step 2. Intentional Movement Activity (IMA): A morning walk might be a nice way to start the day, if that suits your child's needs. See Resource hub for IMA ideas.

Step 3. Math Practice: Five-minute Math Activities. Begin review of math concepts, use your recommended math workbook. (10-15 min daily of previously learned concepts)

Step 4. Review: Review the lesson from yesterday. Ask your child what they found interesting on the walk yesterday. Did they have questions they hope to get answered? How can you make sure that they get answered? Can they describe the weather changes from the base to the summit of a mountain. Can they remember the type of plants found at each level of the mountain.



Step. 5. New Material:

Have your child take the plain rubber ball or balloon, and your markers. Blow up the balloon.

- a) Let's imagine this ball/balloon is the earth. Ask your child to locate a point at the top of your orb that will be the north pole, mark with an N. Locate the position opposite, and mark the south pole, with an S.
- b) When we travel north, farther and farther, what happens to the weather and the scenery? When we travel south farther and farther, what happens to the weather and the scenery?
- c) If we draw a band around the center of the earth, running horizontally around it like a belt, it has a special name. (Have your child draw the band halfway between N and S poles)
- d) Do you know what it is called? It is the equator. The lines that run horizontally around the earth are called lines of latitude. The area at the equator is the hottest part of the earth. The weather is always warm and tropical, and the seasons do not vary. Write the letter E here, and mark 0 degrees.
- e) Draw a line halfway between the Equator and each pole. Have students identify this as the 45° north and south latitude lines.
- f) Draw another line between the pole and each 45° latitude line. Have students calculate this to be the 45° divided by 2, or 22½° north and south latitude lines.
- g) Draw a line from the North Pole to the South Pole. Mark this with "0". The lines running vertically are called lines of longitude. Mark this with PM for the "Prime Meridian."
- h) Then mark a line on the other side of the balloon directly behind the Prime Meridian, running from N to S pole. Label this "180°".
- i) Repeat the halving process and create 2 additional longitude lines. Mark off these longitude lines on the balloon using care to keep the lines as straight as possible. Do this on both sides of the Prime Meridian.
- j) Your child will now have a hands-on example that can highlight the weather changes across the globe. Locate what latitude and longitude you are living at. Mark this on your sphere.

Guided Questions: We want your child to be guided to the answers, rather than you telling them. This develops their critical thinking.

Ask your child to consider the weather patterns of a mountain, and what relationship this has to the weather patterns of the earth. (Answer- every high mountain is like the whole earth. The summits of each high mountain are like the polar regions. The base of the mountains are like the equator)



Step 6. Learning Portfolio: Have your child draw a picture of a mountain, dividing and labeling the foothills or base, deciduous forest, mixed forest, coniferous forest, alpine meadow, moss and lichen, snow and ice. This can include small illustrations of the type of plant growth at each level. Draw this into the Learning Portfolio. Include a title. See *example beside from Daily Wonder member*.

Step 7. Story: Create your reverent story-time moment. Light a candle if this helps to set the mood. Read the chapter book you have chosen for this unit, or have your child read independently.

Step 8. Closing: Recite your closing verse to end the morning lesson.



DAY 3

GOALS OF THE LESSON

Understand that the earth moves and changes very slowly. Learn about granite, the oldest rock on the earth. Develop paragraph writing skills.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

If you purchased Charles Kovacs' book, *Geology and Astronomy*, there is a lovely legend about granite on page 18. You can read or tell this legend as part of the granite lesson today.

If you have a piece of granite rock, this would be useful. If you have quartz, this would be useful.

You could visit a crystal shop, and enjoy looking at all the different quartz crystals.

TODAY'S LESSON

Step 1. Opening: Begin the morning lesson with the morning verse, and poetry and song(s) you may have chosen.

Step 2. Intentional Movement Activity (IMA): A morning walk might be a nice way to start the day, if that suits your child's needs. See Resource hub for IMA ideas.

Step 3. Math Practice: Five-minute Math Activities. Review of math concepts; use your recommended math workbook. (10-15 minutes)

Step 4. Review: Review the lesson from yesterday. Ask your child to explain what is interesting about a mountain? Why is it considered to be like a child of the whole earth? Guide them to explain the relationship of the whole earth to the mountain. Use weather and plant life as examples. Ask your child some questions to review the latitude and longitude lines of the earth. Can they remember where you are located on the globe?

Language Arts Writing: Have your child write a rough copy summary of what they have learned about mountains and rocks so far. This should be 5-6 sentences. This may be the first writing assignment after the summer, so give space for warming up to this work. Help them brainstorm 5- 6 points that they can put into proper sentences.

Step 5. New Material: Guided Imagination: Create a calm and uncluttered space to sit comfortably with your child. Practice taking 10 deep breaths in through the nose and out through the mouth. Draw attention to the fact that when we feel and notice our breath, it helps us to be in the present moment. Have your child close their eyes and breathe.



Begin the guided visualization:

Think back to the mountain you climbed in your imagination the other day. You are making your way to the summit. The ground feels so solid beneath your feet, the rocks so sturdy, the mountain is so grand, so powerful and seems so unchanging. You arrive at the summit of the mountain. As you stand at the peak, freezing cold wind in your face, you see the other mountains that make up this chain. This mountain chain is like the sturdy bones of the earth. Like the ribs of our body, keeping form and protection.

This powerful and majestic chain of mountains are old. These giants have stood upon the earth for millions of years. And they will be standing for millions more. If they could speak, they would tell us a grand history of the earth, because the earth does change, it does move. These mountains were not always here. The forces which work upon the earth, work so slowly, that we don't often take notice of the changes that are continually occurring. When we do notice earth changes, it is because of a drastic event like an earthquake, volcanic eruption, mud slide and flood. Then we wake up to the realization that the earth is constantly changing and in motion.

We build our houses on the earth, and they are made of stones from the earth. We make concrete mixed from stone, gravel and sand, and we use it to build great structures. But what do we really know about the story of the earth. These rocks are like the bones, creating the structure and framework for all that is growing and living upon it.

Take another deep breath and open your eyes.

(Continue sharing new material with your child attentively listening.)

The youngest mountains are usually the tallest, with their jagged, snowy peaks. Old mountains are not as big, because over time their peaks have smoothed out, and worn down. Old mountains are made of old rocks, but young mountains are made of a mix of different types of rocks, anything that was already there when the movement and creation of the mountain occurred.

The oldest rocks are deep down in the earth. They are under the land, under the mountains, under the lakes, fields, forest, cities, and roads. It is a light colored rock called granite. Granite is also found at the great peaks of mountains. Under the oceans, lies basalt, the brother of granite. It is darker in color, because it has more iron.

(Legend of Granite can be told here if you have Charles Kovac's book, Geology & Astronomy)

It is said that granite was made from the gift of light, strength and warmth. Granite is made up of 3 things- clear, transparent stone called quartz, a black or white stone that glistens called mica, and a pinkish, white or greenish stone called feldspar.

Step 6. Learning Portfolio: Using the steps from the balloon activity yesterday, have your child draw the same sketch into their portfolio. Label all necessary lines and degrees that were learned.



Step 7. Story: Create your reverent story-time moment. Light a candle if this helps to set the mood. Read the chapter book you have chosen for this unit, or have your child read independently.

Step 8. Closing: Recite your closing verse to end the morning lesson.



DAY 4

GOALS OF THE LESSON

Expose your child to two basic theories of how granite was formed.
Work on proof reading skills.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

You will want your child to use a dictionary for spelling correction.
Please see the “Editing Checklist” below.

TODAY'S LESSON

Step 1. Opening: Begin the morning lesson with the morning verse, and any other poetry, verse and song that you’ve chosen.

Step 2. Intentional Movement Activity (IMA): Begin with a morning walk, or choose a more suitable activity from the Resource hub.

Step 3. Math Practice: Five-minute Math Activities. Review of math concepts; use your recommended math workbook.

Step 4. Review: Review the lesson from yesterday. Ask your child to tell you about granite. What is it made of? Where do we find it? What signs do we have that the earth is moving? What natural occurrences cause shifts to the rocky landscape?

Language Arts Writing: Have your child proofread the paragraph from yesterday. Go through punctuation rules. Use the editing checklist for Grade 6 below. After your child has proofread and made corrections, and corrected spelling with a dictionary, you can do a final proofread.

Step 5. New Material: To our ancient ancestors, nature's forces were explained as the will of the spirits and gods. This was how all of the earth’s activity was explained.

Over time, the study of geology developed. Geologists study the rocks of the earth, and how they have formed. They are interested in the layers of rock, and what this can tell us about the earth. The two basic theories are that the earth developed out of intense heat, or alternatively, the earth developed out of intense cold.



These early theories were developed by brilliant minds, but they did not have sufficient information to explain all their observations. Today's more advanced tools help us to better explain the nature of geological forces.

So, if you have ever been to a hot spring, you know that the water is being naturally heated deep down in the earth. We know it is very hot as one digs deeper into the earth, because when people dig for coal and iron, they find that it gets very hot in the mine shafts, the deeper they go. So it gets colder, the higher up the mountain you go, and hotter, further into the earth's core you go. In fact, to work with steel, a furnace is used to melt the iron, and then when the iron is so hot, it flows like water. If you could dig down far enough into the earth, it would no longer be a solid mass, but a red-hot liquid. Everything is melted at that intense heat. We would have to be able to dig down 2000 miles to get to this liquid heat.

One of the theories is that in our ancient past, the hot liquid core of the earth was flowing on the surface, and that there was no solid rock or stone, just melted form. Then during this time, the surface began to cool, at first just the top layer, as a cake crust will cool on the top first, before the center. Then slowly over thousands and thousands of years, the cooling moved further into the layers of the rock. This hard layer that cooled, is granite, and the higher iron content is basalt.

This is the "hot earth" theory. But there is also the "cold earth" theory. These scientists believe that the weight and pressure of the mountains and oceans and rocks caused heat through the sheer force of pressure pushing down. They think that the granite formed, like an outer protective layer around the earth itself.

But as we humans have learned, scientific theories are educated guesses based on the facts of the day. As more information is uncovered, and new tools are designed, new theories arise, and the old ones are discarded.

Step 6. Learning Portfolio: Write the good copy paragraph in the learning portfolio. Be sure to include a title, a beautiful border and aesthetically pleasing design. This ensures that the good copy is completed with best effort.

Step 7. Story: Create your reverent story-time moment. Light a candle if this helps to set the mood. Read the chapter book you have chosen for this unit, or have your child read independently.

Step 8. Closing: Recite your closing verse to end the morning lesson.



Editing Checklist

- ☐ I have a good, clear title.
- ☐ Capital letters are used correctly (beginning of all sentences, names, and titles).
- ☐ Punctuation is used correctly (at the end of every sentence there is a period, question mark or exclamation mark and there are commas where appropriate in the sentences).
- ☐ Each paragraph focuses on one idea and has a beginning sentence, sentences with supporting details and a concluding sentence.
- ☐ I have used plurals correctly (s or es or 's).
- ☐ I have used descriptive words to make interesting sentences and my sentences are of varying lengths.
- ☐ My spelling has been checked and corrected using a dictionary.
- ☐ I have a beginning paragraph, middle supporting paragraphs and a concluding paragraph.
- ☐ My writing is clear, focused and easy to understand and read.



DAY 5

GOALS OF THE LESSON

Learn about how volcanoes are formed. Become familiar with the layers that make up the earth.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

Your child will build a model of the earth, with the layers built up in Plasticine. You will need, red, orange, yellow, brown, blue, green.

You will want to refer to a basic diagram of the layers of the earth.

The Layers of Earth: The Earth has layers not unlike an onion. Earth has 4 layers:

1. The outer crust that we live on
 2. The mantle
 3. The liquid outer core
 4. The solid inner core
- The crust is what you and I live on and is by far the thinnest of the layers of earth. The thickness varies depending on where you are on earth, with oceanic crust being 5-10km thick and continental mountain ranges being up to 30-45km thick. Basalt makes up the ocean's crust and granite makes up the dry land's crust.
 - The mantle is about 2,900 km thick, mostly solid, and makes up a whopping 84% of Earth's total volume.
 - The outer core, about 2,200 km thick, is mostly composed of liquid iron and nickel.
 - The inner core is about 1250 km thick, primarily a solid ball, and is the second smallest layer of the Earth. Although it is one of the smallest, the Inner Core is also the hottest layer.

TODAY'S LESSON

Step 1. Opening: Begin the morning lesson with the morning verse, and poetry and song(s) you may have chosen.

Step 2. Intentional Movement Activity (IMA): Begin with a morning walk, or choose a more suitable activity from the Resource hub.



Step 3. Math Practice: Five-minute Math Activities. Review of math concepts; use your recommended math workbook. You can convert the core thickness measurements from km into miles.

Step 4. Review: Review the lesson from yesterday. Have your child recall the two opposing theories about how rocks were formed. Ask them about situations of extreme, in their own life. Has there been a time they were at a boiling point? Red hot with anger? Ask about a time they were icy cold towards someone. Was there a time they felt closed off to feelings, as if frozen? What about the middle ground? What do we know about balancing and finding the middle ground between two extremes?

Step 5. New Material: Volcanic Rocks

In some parts of the earth, the rock has melted into liquid only a few miles down below the surface. This melted rock, or molten rock is called magma. It forms in an underground chamber and can remain there for a very long time. But suddenly, out of nowhere, quite unpredictably, it comes spurting and bubbling out of the surface. As soon as it meets the cool air, it begins to harden and form a crusty layer of rock. This creates a little hill of rock, with a hole in the middle. The next time the magma comes spurting out of that hole, it creates another hardened layer of rock on the rocky hill, and so on and so on it goes and grows, around this hole. And the hole is now very deep. It is called a crater. Crater is a Greek word for mixing bowl. You will learn about the Romans soon, and they had a god called Vulcan, a metal-smith. He made weapons for the gods. A smithy heats iron until it is soft and pliable. We call these mountains formed by magma, volcanoes, after Vulcan the iron smith.

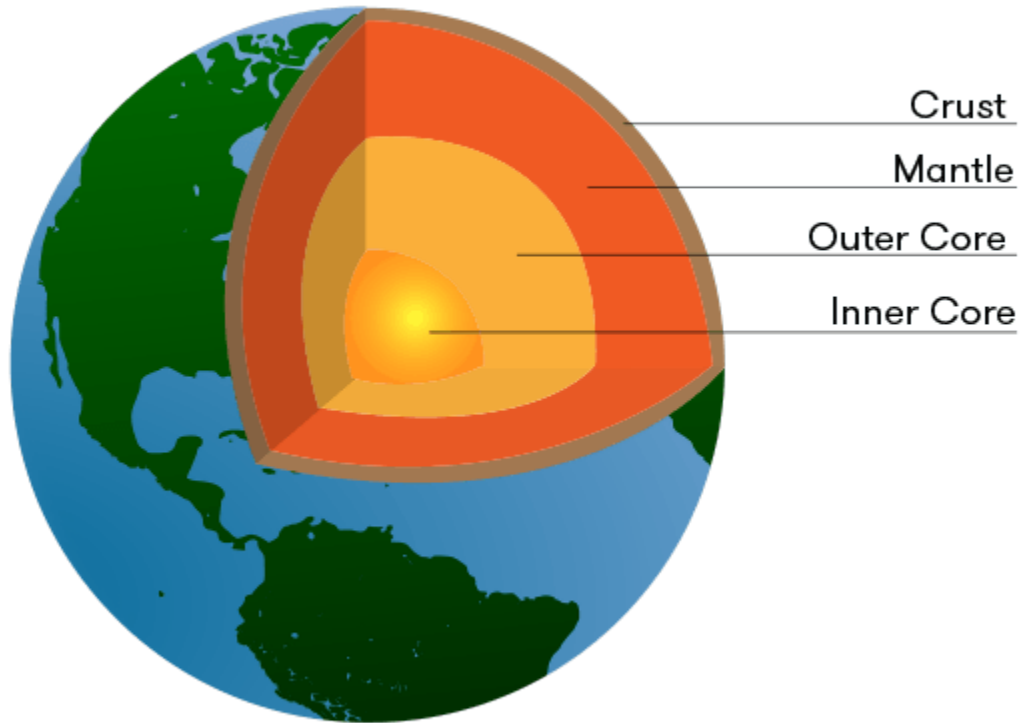
So a volcano is formed by sudden, fiery outbursts called eruptions. A volcano keeps to itself. It is formed quickly compared to the mountain ranges, which stand together like friends, growing slowly over time.

Hands-on Activity: Look at the layers of the earth. Print off a diagram, or use straight from your computer. See below for one example. Get your Plasticine. Guide your child to create the earth, beginning with the inner core. Layering each part on top, and ending with blue and green for oceans and land. See link for example. Cut it open at the end, to reveal the layers of the earth. Try to use the measurements for each layer, to roughly calculate how thick the inner core should be in relation to the mantle, etc.

Step 6. Learning Portfolio: Have your child draw this model they made, and label it. Include any interesting information and include a title: Layers of the Earth.

Step 7. Story: Create your reverent story-time moment. Light a candle if this helps to set the mood. Read the chapter book you have chosen for this unit or have your child read independently.

Step 8. Closing: Recite your closing verse to end the morning lesson.



Here is a blog post explaining one way to calculate the layers of the earth to scale:

<https://www.dailywonderhomelearning.com/dailywonderblog/earths-layers-scaled-drawing>



The Wonder of Roman Times

Year 6 Month 2

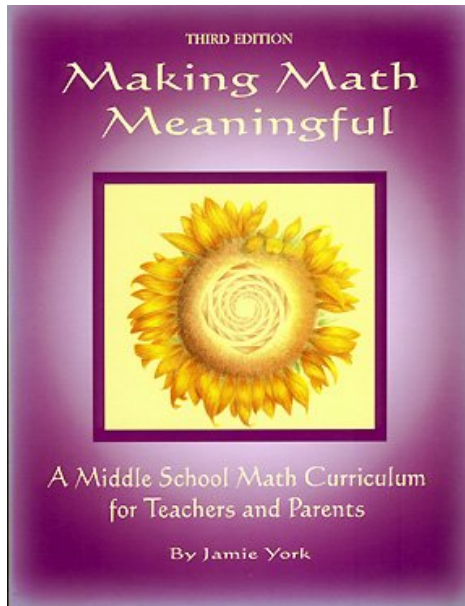
This is a 5 day sample. Full unit includes 15 days of guided lessons and a 5 day flex week with suggestions for projects and independent work.



Heads Up! Required Book for Next Month's Unit

Heads up for the next unit, Grade 6, Month 3 The wonder of Geometry. We are requiring that you purchase or borrow from your local library: Making Math Meaningful: A Source Book for Teaching Middle School Math by Jamie York. This book will be a big help for this next unit. We are letting you know now so you have time to get this book.

[You can buy in HERE](#) or search online for other sources.





Month Overview

CURRICULUM AREAS/LEARNING OUTCOMES — CONCEPTS/BIG IDEAS

Language Arts: Concept 1: Language and text can be a source of creativity and joy.

Connection: Your child will hear about the beginning of Rome, with Aeneas and his connection to the Trojan War. They will hear the myth of Romulus and Remus and the story of Hannibal. They will learn, review and discuss Roman architecture.

Concept 2: Exploring stories and other texts help us understand ourselves and make connections to others and to the world.

Connection: Your child will learn more about the world today, and how it connects to ancient ways of thinking by discussing the Sabine story, the Etruscan story, the Tarquinius story, the way society was structured, Roman law and order and the role of the Gladiator in Roman culture. Your child will hear these stories or read independently and enhance their connections to themselves and the world.

Concept 3: Developing our understanding of how language works allows us to use it purposefully.

Connection: Your child will recall the myth of Romulus and Remus both orally and in written form. Your child will work on proofreading and editing skills and will learn about the Latin influence on English, highlighting the verbs and commonly used prefixes and suffixes in the English language.

Social Studies: Concept: Systems of government vary in their respect for human rights and freedoms.

Connections: Your child will learn about the start of the Roman Empire through the myth of Romulus and Remus and the Gladiator's role, and how human rights and freedoms were understood in ancient days. During the recall of stories, there is an opportunity to compare and contrast.

Math: Concept 1: Mixed numbers and decimal numbers represent quantities that can be decomposed into parts and wholes. Computational fluency and flexibility with numbers extend to operations with whole numbers and decimals.

Connection: Your child will review previously learned concepts through math games and in their math workbook.

Science: Concept1: Everyday materials are often mixtures.

Connection: Your child will hear a story about the Romans and learn how they worked and mixed building materials and how Romans invented concrete. **Concept 2:** Newton's three laws of motion describe the relationship between force and motion.

Connection: Your child will build a Roman archway out of clay, paying attention to the physics involved in the keystone. Your child will learn how Romans created waterways to serve their growing empire. In the flex week, your child may choose to design and build a Roman architectural model.

FIRST PEOPLES' PRINCIPLES OF LEARNING PRESENT IN THE LESSON

Principle: Learning is embedded in memory, history, and story. **Connection:** Your child is experiencing the building of the foundations of the Roman Republic through myth, verse, intentional movement activity, art, the study of architecture and construction and a the opportunity for a building design project.



CURRICULUM OVERVIEW

This unit will begin at the Trojan War and follow a Roman mythological character who escaped the burning and fiery city, to seek a new homeland. The first half of the unit focuses on Roman mythology, and the stories that explain how the foundation of Rome was built. As your child gains a feeling for the building blocks that would become this great empire, they simultaneously gain a feeling for the character of the Roman people. It is this ordered, logical and disciplined character that drives their will to conquer and defeat. This unit highlights the Roman tendency to copy and imitate cultures they admired. It also highlights the areas where Romans took innovation to the next level. In areas such as architecture and construction, government organization, and law and order, your child will see that the Romans laid the foundation for our modern Western society's culture and values in many ways. This unit focuses on the foundation of the Roman Republic. The second unit will focus on the spread of the Roman Empire as well as the fall of this mighty civilization.

PARENT PREPARATION

As a parent in the 21st century, sharing ancient mythological stories with your child can bring up discomfort. Themes such as rape, murder and slavery were typical aspects of these stories. We have to remember that these stories are thousands of years old, and represent a different state of consciousness to our modern awareness. We are now in a period of time where equality is of utmost importance to us as global citizens. In the ancient times, this was yet to be understood, and the path of our human ancestors has led us to where we are now in our human evolution of consciousness. As a modern culture, we are still dealing with these themes, but we are coming to a consensus that it is wrong. Trust that your child can take these stories as representations from a past time, and if/when discussions need to be had around the treatment of women, or people from other ethnic backgrounds, it is sufficient to lead a

discussion that allows your child to see that our human journey is filled with confusion, pain and ignorance. It is through these mistakes, and this pain, that we wake up to better ways to live, and healthy and kind ways to treat each other as equals. If you can, allow the stories to speak for themselves, and then during the review time the following day, the themes can be discussed in detail if this feels healthy and helpful.

BACKGROUND READING

- [Ancient Rome for Kids](#)
- [The Baldwin Project](#) offers online books as an option: Search for The Aeneid for Boys and Girls, by Alfred J. Church
- Optional resource that is used throughout this planning: [Ancient Rome- Charles Kovacs](#)
- Latin Lord's Prayer- see [Appendix](#) at bottom of this unit.
- Intentional Movement Activity -Roman Drill- see [Appendix](#)



MATERIALS NEEDED

- Recommended- [In Search of a Homeland- Penelope Lively](#)
This book provides a beautiful link between Greek Mythology and History in Year 5 and the study of Roman Times. It is inspired by the Iliad and the Odyssey.
- If possible, order some books on Rome from the library.
 - ex. [City—written by David Macaulay](#)
 - [Roman Myths- Geraldine McCaughrean](#)
- Ideas for Independent Reader:
 - [The Bronze Bow- written by Elizabeth George Speare](#)
- [Roman City by David Macaulay](#) - PBS Animated live action video based on book
- Grade 6 Math workbook
- Atlas
- Clay needed for Day 6 and Day 14 activities
- You will make a Roman Feast with your child for the last day of the unit. Planning and preparations can begin on Day 13/14.

SOCIAL EMOTIONAL LEARNING

Personal and Social Awareness:

People who are personally aware and responsible demonstrate self-respect, persevere in difficult situations, and exercise responsibility. They understand that there are consequences for their decisions and actions. A personally aware and responsible individual takes steps to ensure their well-being, sets goals and monitors progress, regulates emotions and manages stress, and recognizes and advocates for their own rights.

There will be many opportunities throughout this unit for your child to work on personal and social awareness. The way they meet a goal, take responsibility for their work, persevere through a difficult task, and regulate their emotions during all of this, shows work in the area of personal awareness. The way their behaviours and attitudes may affect others, and their ability to recognize this, allows them to develop their social awareness.

Critical and Reflective Thinking

Critical and Reflective Thinking encompasses a set of abilities that students use to examine their own thinking and that of others. This involves making judgments based on reasoning, where students consider options, analyze options using specific criteria, and draw conclusions.

People who think critically and reflectively are analytical and investigative, willing to question and challenge their own thoughts, ideas, and assumptions and challenge those of others. They reflect on the information they receive through observation, experience, and other forms of communication to solve problems, design products, understand events, and address issues. A critical thinker uses their ideas, experiences, and reflections to set goals, make judgments, and refine their thinking.

Your child has the opportunity to develop their critical thinking as they learn about the way the Roman Republic was established, and the way that law and order was maintained. They can make connections between this ancient civilization, and the experience of governing in our modern culture. Your child can engage in discussion that compares and contrasts ancient and modern ways of government, as they recognize how much we have adopted from Roman Times.



DEVELOPMENTAL CONNECTION

The study of Ancient Rome comes to your child when they are beginning to experience within themselves, their more logical and ordered mind. They are becoming more aware and their ability to think critically is developing. This unit of study bridges the ancient mythology of Greece and Rome, with the beginning of documented history. Just as your child is moving into a more logical mind, so too does the curriculum follow from dreamy myth to historical facts. Daily Wonder curriculum, inspired by Waldorf education, follows the unfolding of human evolution of consciousness through the study of ancient civilizations. It is through this study, that we see the themes in the collective are also mirrored in the individual. So, it then follows that as your child is approaching, or in their 12th year, they will feel a deep affinity, interest, and connection to the study of Roman times. For Daily Wonder, we know that the best learning happens when deep and meaningful connections are being made within your child.

PARENT REFLECTION

Questions to consider before going into this unit: What do I know of the Roman civilization? What level of interest do I have in learning more on this topic? Can I feel an open space within me, to allow for interest and connections to be made? How can I describe my child's personality and behaviour these days?

Questions to consider at the end of the unit: How has my understanding or appreciation for Roman history changed? Did I find a way to be open to the stories and lessons, so that my child felt a connection in their feeling life? What was I able to observe regarding my child's style of learning, their strengths and challenges, and their personal and social awareness.



Verses, Poetry & Song Suggestions

OPENING VERSE FOR GRADE 6

*I place myself steadfastly into existence.
With certainty I tread the path of life.
Love I nurse in the core of my being.
Hope I lay in all my doing.
Confidence I impress into my thinking.*

CLOSING VERSE FOR GRADE 6

*Be ye lamps unto yourselves.
Be your own confidence.
Hold to the truth within yourselves,
As to the only lamp.*

This can either be spoken or sung. [Here's the tune](#) if you wish to sing it.

**UNIT POETRY SUGGESTIONS**

This is a great time to include Latin verses. See the Lord's Prayer in Latin in below. You may add any other poetry, verse or song that speaks to you and relates to the subject or the season.

The Lord's Prayer in LATIN:

PATER NOSTER, qui es in caelis,
sanctificetur nomen tuum.
Adveniat regnum tuum.
Fiat voluntas tua, sicut in caelo et in terra.
Panem nostrum quotidianum
da nobis hodie,
et dimitte nobis debita nostra,
sicut et nos dimittimus
debitoribus nostris.
Et ne nos inducas in tentationem,
sed libera nos a malo.
Amen.

Roma (Latin)

O Roma nobilis,
Orbis et domina.
Omnium urbium,
Excellentissima.
Salutem dicimus
Tibi per omnia;
Te benedicimus,
Salve per saecula.

The Lord's Prayer from the New Testament Matthew 6:13 in ENGLISH:

Our Father in heaven,
Hallowed be Your name.
Your kingdom come.
Your will be done
On earth as *it is* in heaven.
Give us this day our daily bread.
And forgive us our debts,
As we forgive our debtors.
And do not lead us into temptation,
But deliver us from the evil one.
For Yours is the kingdom and the power and the glory forever.
Amen.

Rome (English)

O noble Rome,
The circle and mistress.
Of all cities,
Most excellent.
We give greetings
To you among all
To you we give blessing
Salute through the year.



UNIT SONG SUGGESTION

Sing out, My Soul

[Here's the tune](#)

45 Sing out, my soul Magnificat

Canon
♩ = 96

(A) G C D⁷ G (B)

Ma - gni - fi - cat. Ma - gni - fi - cat. Ma - gni - fi - cat a - ni - ma me - a Do - mi - num.
Sing out, my soul. Sing out, my soul. Sing out and glo - ri - fy the Lord who sets us free.

(C) (D)

Ma - gni - fi - cat. Ma - gni - fi - cat. Ma - gni - fi - cat a - ni - ma me - a!
Sing out, my soul. Sing out, my soul. Sing out and glo - ri - fy the Lord God!

**UNIT INTENTIONAL MOVEMENT SUGGESTION****Roman Drill**

This could be a fun Intentional Movement Activity to do each day during this unit.

Attentus	Attention	Left leg moves to right; hands to side.
Constitite Otium	Stand at Ease	Left leg moves apart; hands behind back.
Constitite Otiosis	Stand Easy	Hands can move; no talking
Dexter Volvite	Right Turn	Swivel right on ball of left foot and heel of right; bring left foot to right.
Sinister Volvite	Left Turn	Swivel left on ball of right foot and heel of left; bring right foot to left.
Circa Volvite	About Turn	Swivel right on ball of left foot and heel of right to face other way; bring left foot to right.
Incedite	March	Start on right foot; no swinging arms.
Incedite in Loco	March on the Spot	Start on right foot; no swinging arms.
Porro	Forward	From marching on spot, move forward.
Constitite	Halt	Stop. Stand at attention.
Cito Inceditie	March at Double	Running or jogging step



DAY 1

GOALS OF THE LESSON

Your child will gain an understanding of the connection between Greek and Roman times through story. If you choose to read, [In Search of a Homeland](#), this can offer a detailed and dramatic story line to be read daily.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

Please make sure you have watched the brief introductory video for this unit. The video will explain why this unit is developmentally appropriate for the child of this age. As well, if you are new to Daily Wonder, please make sure you read the supporting documents and watched the supporting videos.

This week you will be guiding your child through the founding of Rome. Today, during your story time, your child will hear about the Trojan War, and how a Trojan named Aeneas was a survivor of this Greek attack, and how he set out to find a new homeland. This sets the stage for the building of the Roman Empire.

The book, [In Search of a Homeland](#), would be a great read with your child now. This book bridges the Greek myths and history with Roman times. If you don't have this book, you can access stories online at The Baldwin Project and read [The Aeneid for Boys and Girls, by Alfred J. Church](#)

Throughout the unit, [Ancient Rome, by Charles Kovacs](#) is used for foundational information.

TODAY'S LESSON

STEP 1: Opening: Begin the morning lesson with the morning verse. We suggest sticking with the same opening verse for the whole school year. Here's our suggestion for Grade 6:

*I place myself steadfastly into existence.
With certainty I tread the path of life.
Love I nurse in the core of my being.
Hope I lay in all my doing.
Confidence I impress into my thinking.*

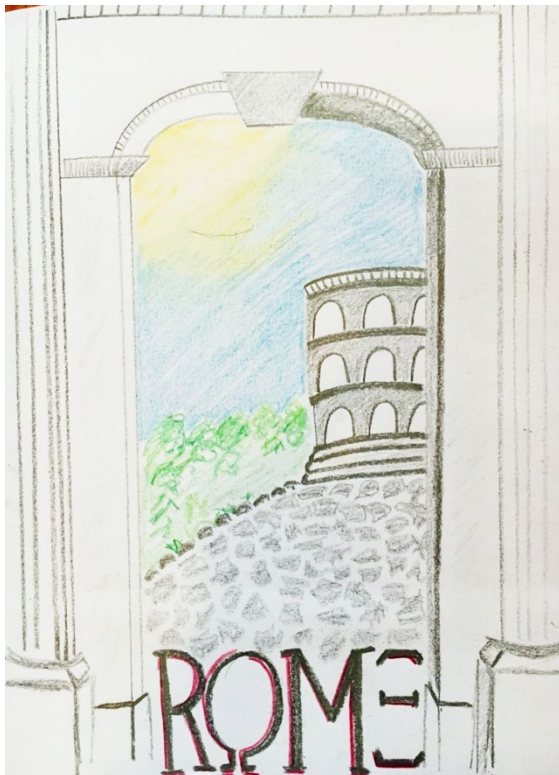
You may add any other poetry or verse that speaks to you and relates to the subject or the season. See our suggestions above or choose your own.



Step 2. Intentional Movement Activity (IMA): Perhaps you could start your mornings with a traditional [Roman Drill](#). Or choose other movement activities from the [Resource Hub](#).

Step 3. Math: Five Minute Math Activity. Choose a math activity from hub resources. You can use this game/activity for at least a week or two before switching it up. Follow this activity with 10-15 min review of previously learned concepts in Grade 6 math workbook.

Step 4. Review: Create the context for this unit. Daily Wonder curriculum teaches Ancient Greece in Grade 5. If your child has studied Ancient Greece, this is the time to recall what they remember. If they have heard certain Greek Myths, or read the [Iliad](#) and the [Odyssey](#), spend some time recalling them. What do they remember about the Trojan War? If your child has not learned about Ancient Greece, consider offering them a book of Greek Myths to enjoy at some point, after this unit!



Step 5. New Material: The Ancient Greeks are praised for their art, philosophy, and physical prowess. They had a keen sense for beauty and a great appreciation for the physical form. They created beautiful artistic sculptures. They were physically capable, and they created the Olympics. They had a very sophisticated intellectual ability, and Ancient Greece was the home of many great philosophers, such as Plato, Aristotle and Socrates, and scientists, such as Thales and Pythagoras. The Ancient Greeks were not good at holding power. They never created a strong empire, and although Alexander the Great did conquer a lot of land in his time, when he died, the empire crumbled.

The Roman people, on the other hand, did not excel in art, philosophy, or science, but did have the skill to build an empire. They knew how to get power and hold power. They were also good at imitating other cultures, and so they borrowed from others to build their culture. The Romans took the Greek gods and goddesses and their stories and [changed their names](#). The Romans were logical thinkers and brought a new level of law and order to the land.

Map: Have your child look at the land of Greece and Italy in an atlas, or online map. Look at major bodies of water, islands and proximity to the continent of Africa. Have them look at the Alps in relation to Italy. Have them notice the distance to the United Kingdom from Italy.

Step 6. Learning Portfolio: Have your child draw the title page for their learning portfolio.

*Please make sure you have watched the video titled The Learning Portfolio. See example title



page from a Daily Wonder member. Please note, all examples in Daily Wonder lesson plans are just that, examples. Please feel free to create whatever suits you and your child best.

Step 7. Story: Create your reverent storytime moment. Light a candle if this helps to set the mood. Here is a story about how the Roman Empire began. Read the first 2 chapters of [In Search of a Homeland](#) or go to Baldwin Project online and read the first 3 chapters of [The Aeneid for Boys and Girls, by Alfred J. Church](#). To get to the next chapter, click the links in the left column.

Step 8. Closing: Recite your closing verse to end the morning lesson. Here's one suggestion, but feel free to choose your own. This can either be spoken or sung. [Here's the tune](#) if you wish to sing it.

Be ye lamps unto yourselves.

Be your own confidence.

Hold to the truth within yourselves,

As to the only lamp.



DAY 2

GOALS OF THE LESSON

Your child will hear the myth of Romulus and Remus.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

Today your child will review the story they heard about the Trojan War, and Aeneas. They will review ancient Greek contributions to our modern culture. They will recall some of the gods and goddesses of Greece and Rome.

Although the story of Aeneas' journey to Italy can be told over the whole unit, we will move to the next part of the story, when Aeneas arrives in the land now called Italy.

TODAY'S LESSON

Step 1. Opening: Begin the morning lesson with the morning verse. This is a great time to include Latin verses. See the Lord's Prayer in Latin or add any other poetry or verse that speaks to you and relates to the subject or the season. See our suggestions above or choose your own.

Step 2. Intentional Movement Activity (IMA): Perhaps you could start your mornings with a traditional [Roman Drill](#). Or choose other movement activities from the [Resource Hub](#).

Step 3. Math: Five Minute Math Activity. Choose a math activity from hub resources. You can use this game/activity for at least a week or two before switching it up. Follow this activity with 10-15 min review of previously learned concepts in Grade 6 math workbook.

Step 4. Review: Have your child compare and contrast a few of the differences between the Ancient Greeks and Romans. What is one way we know that the Romans copied a lot of the Greek culture? Based on the map you looked at yesterday, what can you say about the geography of Greece and Italy? What are the major bodies of water? What is the mountain range near Italy? What method of travel would have been most common? What continent are Greece and Italy on? What continent is close by? What sea separates them? Who is Aeneas? What is the connection to the ancient Greek stories?

Step 5. New Material: The Myth of Romulus and Remus

Aeneas arrived in the land that would be called Italy; it was a green land with many wooded hills. It was warm and sunny. At the time, the land was made up of many small states, each ruled by a king. Aeneas landed in the area called Latinus. He was welcomed by King Latinus, and he



settled there. Aeneas came to marry the daughter of the king, and later became the King of Latinus. The language Latin, comes from this area, and was the language that Aeneas learned to speak. So this is how a Trojan man came to be the king of these people in a new land. For many generations, descendants of Aeneas ruled over this land. One of these descendants had two boys, Numitor and Amulius. When their father died, Numitor, being the elder of the two, was to be king and receive a gold treasure. Amulius was very jealous.

Numitor was willing to share the gold with his younger brother, but Amulius wanted it all. Numitor gave the gold to his brother in good faith, but Amulius used the gold to bribe Numitor's soldiers to overthrow him, so he could seize his brother's power. Once Amulius became king, he sent Numitor far away to be a peasant and tend sheep. Numitor had one daughter, and Amulius was constantly worried that Numitor's daughter would give birth to boys one day that would rise up against him. He forced Numitor's daughter, Princess Rhea Silvia, to be imprisoned. This ensured that Rhea Silvia would take a vow of chastity, be unable to marry, and therefore not produce offspring who might in turn overthrow Amulius. However, the god Mars appeared before Rhea Silvia in the temple, and by him she bore twin sons, Romulus and Remus.

Romulus and Remus were twin boys, their mother was the princess named Rhea Silvia. Their father was the fierce Roman god of war, Mars. When Amulius, the king, found out that Rhea had two sons, he was scared that someday Romulus and Remus would overthrow him and take his throne. Amulius ordered that the boys be taken from their mother and left in a basket on the Tiber River. He figured they would soon die. However, the boys were found by a she-wolf. The wolf cared for them and protected them from other wild animals. A friendly woodpecker helped to find them food. Eventually some shepherds happened across the twins. One shepherd took the boys home and raised them as his own children.

As the boys grew older they became natural leaders. One day Remus was captured and taken to the king. Amulius discovered who Remus was. Romulus gathered some shepherds to rescue his brother. They ended up killing the king. When the city learned who the boys were, they offered to crown them as joint kings. They could be rulers of their homeland. However, they turned down the crowns because they wanted to found their own city. The twins left and set out to find the perfect spot for their city.

The twins eventually came to the place where Rome is located today. They both liked the general area, but each wanted to place the city on a different hill. Romulus wanted the city to be on top of Palatine Hill while Remus preferred Aventine Hill. They agreed to wait for a sign from the gods, called an augury, to determine which hill to use. This was how decisions were made in ancient times. People would wait for flights of birds to fly over and the people would read the signs. Remus saw the sign of six vultures first, but Romulus saw twelve. Romulus saw more birds, so he would build their city on Palatine Hill.

Romulus went ahead and started building a wall around Palatine Hill. However, Remus was jealous and began to make fun of Romulus' wall. At one point Remus jumped over the wall to show how easy it was to cross. Romulus became angry and killed Remus.



With Remus dead, Romulus continued to work on his city. He officially founded the city on April 21, 753 BC, making himself king, and naming it Rome after himself. From there he began to organize the city. He divided his army into legions of 3,300 men. He called his 100 most noble men the Patricians and the elders of Rome the Senate. The city grew and prospered. For over 1,000 years Rome would be one of the most powerful cities in the world.

Step 6. Learning Portfolio: Your child will draw a picture of Romulus and Remus. They can pick a scene of their choice, or see example from Daily Wonder member.

Step 7. Story: Create your reverent storytime moment. Light a candle if this helps to set the mood. Read the next part of the book you have chosen, or have your child read independently.

Step 8. Closing: Recite your closing verse to end the morning lesson.



DAY 3

GOALS OF THE LESSON

Your child will hear recall the myth of Romulus and Remus first orally, and then write a summary of the story. They will work with language features, structures, and conventions.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

Today your child will review the myth of Romulus and Remus. They will work on a written summary.

TODAY'S LESSON

Step 1. Opening: Begin the morning lesson with the morning verse. Begin the morning lesson with the morning verse. This is a great time to include Latin verses. See the Lord's Prayer in Latin or add any other poetry or verse that speaks to you and relates to the subject or the season. See our suggestions above or choose your own.

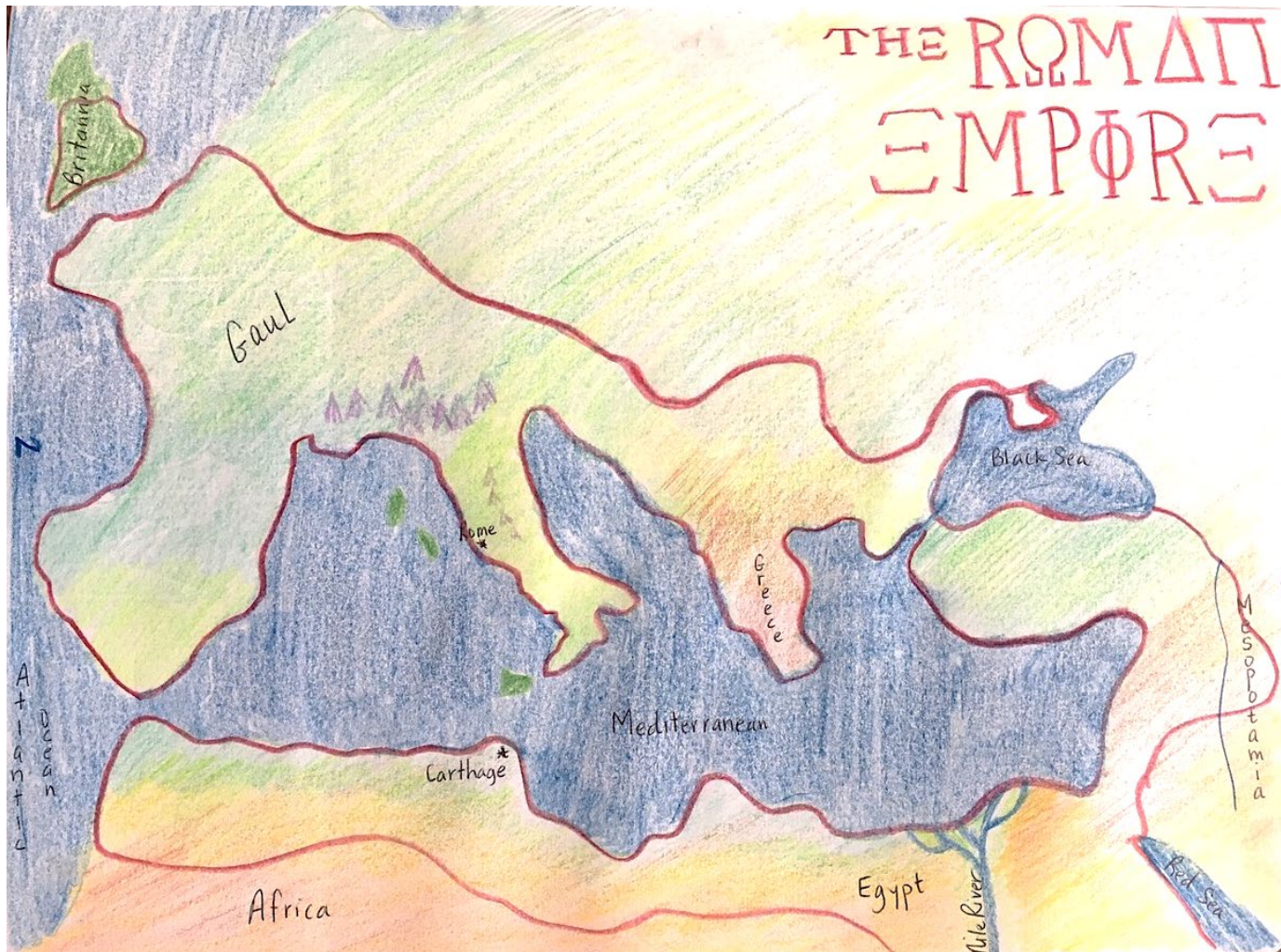
Step 2. Intentional Movement Activity (IMA): Perhaps you could start your mornings with a traditional [Roman Drill](#). Or choose other movement activities from the [Resource Hub](#).

Step 3. Math: Five Minute Math Activity. Choose a math activity from our Resource Hub. You can use this game/activity for at least a week or two before switching it up. Follow this activity with 10-15 min review of previously learned concepts in Grade 6 math workbook.

Step 4. Review: The Myth of Romulus and Remus. Have your child recall the myth. Who are the main characters? What is the setting? What are the main areas of conflict? What story themes have you come across before? What does this myth remind you of? (Perhaps your child can connect this myth to the Birth of Krishna, or aspects of Moses being left in a basket, or Cain and Abel). What do you think about the way that the city was founded? I wonder how that might influence the ways that the city expands and grows into an empire. We will have to see.

Step 5. New Material: Language Arts Writing

Write a summary of the myth of Romulus and Remus. Write the rough copy of the story. Learning how to summarize can take time. Help your child by reminding them of how they retold the myth to you orally. Your child is learning how to include the important aspects of the story. If they need assistance, have them jot down the major points they want to include in the summary, and then turn each of those into a sentence. This will probably be a 3-4 paragraph summary in the end.



Step 6. Learning Portfolio:

Have your child draw a map of the Roman Empire. See example from Daily Wonder member.

Step 7. Story: Create your reverent storytime moment. Light a candle if this helps to set the mood.

Read the next part of the book you have chosen, or have your child read independently.

Step 8. Closing: Recite your closing verse to end the morning lesson.



DAY 4

GOALS OF THE LESSON

Today your child will work on proofreading their rough copy. It would be good for your child to use a dictionary to look up correct spelling. They will hear the story of The Sabine Women.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

Today your child will be putting the good copy summary into their learning portfolio. Daily Wonder encourages students to hand write their good copies. We especially love cursive writing, if your child has learned it! Handwriting brings a lot of skill to the child. There is perseverance, neatness, balance on the page, and a feeling of accomplishment that comes from this focused work.

As a parent in the 21st century, sharing ancient mythological stories with your child can bring up discomfort. Themes such as rape, murder and slavery were typical aspects of these stories. We have to remember that these stories are thousands of years old, and represent a different state of consciousness to our modern awareness. We are now in a period of time where equality is of utmost importance to us as global citizens. In the ancient times, this was yet to be understood, and the path of our human ancestors has led us to where we are now in our human evolution of consciousness. As a modern culture, we are still dealing with these themes, but are currently coming into consensus that it is wrong. Trust that your child can take these stories as representations from a past time, and if discussions need to be had around the treatment of women, or people from other ethnic backgrounds, it is sufficient to lead a discussion that allows your child to see that our human journey is filled with confusion, pain and ignorance. It is through these mistakes, and this pain, that we wake up to better ways to live, and healthy and kind ways to treat each other as equals. If you can, allow the stories to speak for themselves, and then during the review time the following day, the themes can be discussed in detail if this feels healthy and helpful.

TODAY'S LESSON

Step 1. Opening: Begin the morning lesson with the morning verse. Begin the morning lesson with the morning verse. This is a great time to include Latin verses. See the Lord's Prayer in Latin or add any other poetry or verse that speaks to you and relates to the subject or the season. See our suggestions above or choose your own.

Step 2. Intentional Movement Activity (IMA): Perhaps you could start your mornings with a traditional [Roman Drill](#). Or choose other movement activities from the [Resource Hub](#).



Step 3. Math: Five Minute Math Activity. Choose a math activity from [Resource Hub](#). You can use this game/activity for at least a week or two before switching it up. Follow this activity with 10-15 min review of previously learned concepts in Grade 6 math workbook.

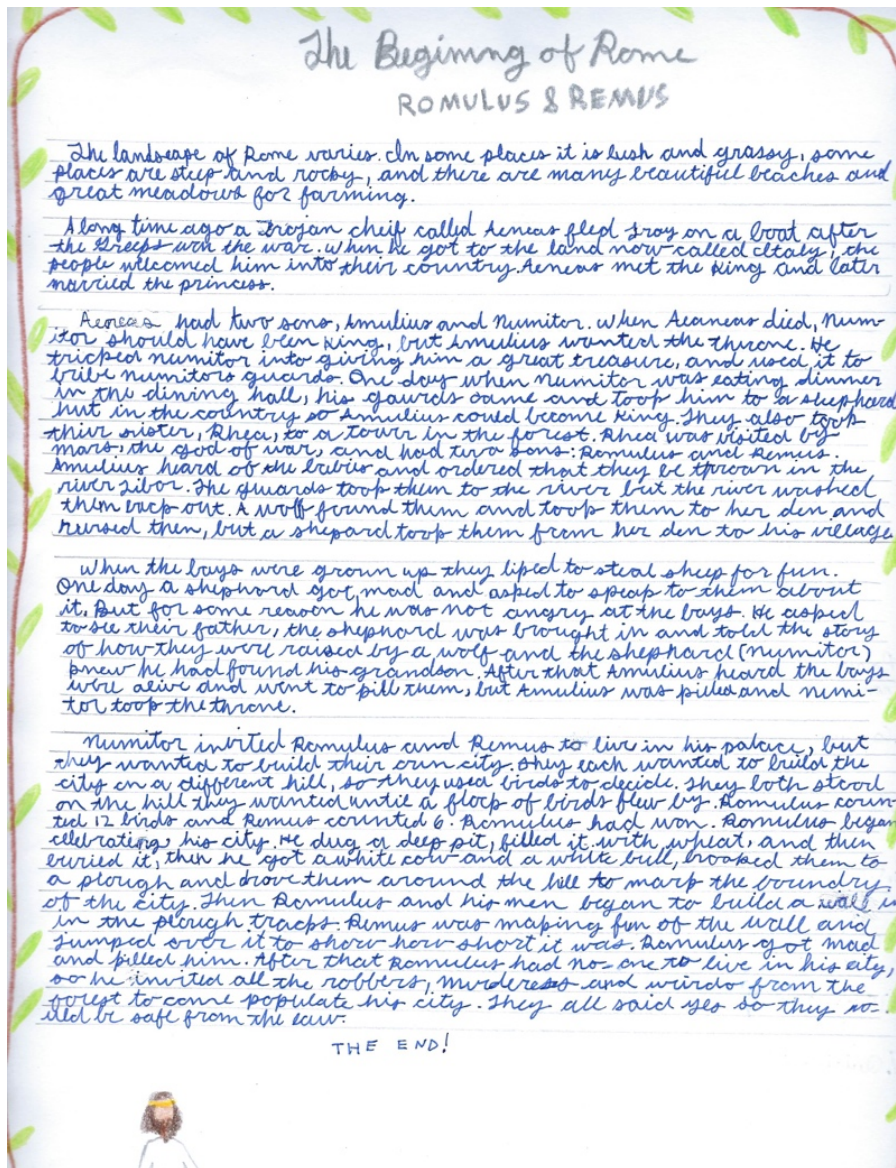
Step 4. Review: Have your child proofread and edit the written story summary. You will want to go over it afterwards, to double check!

Step 5. New Material: The Sabine Women

When Romulus started Rome, he wanted to fill it with many people. He decided he would open his city to all of the outlaws, robbers and bandits who had been living in the forests, unable to return to their own cities for fear of the penalty of death. So now, as Rome grew, it was filled with many men, many more men than women, and this became a problem. The men in Rome wanted to have wives and children, and if they didn't have women living in Rome, then they were going to move elsewhere. Romulus came up with a plan. There was a nearby tribe, called the Sabines, who were known for their beautiful women. Romulus sent an invitation to this tribe, inviting them to a festival. The Sabines all came and were graciously welcomed with food and wine. They watched the games and races, when suddenly, at Romulus' command, the Roman soldiers rushed the Sabine women and carried them away screaming. The Sabine men had not come armed, and even if they had, they were no match for the Roman soldiers.

The Sabine men went home and spent two years training and preparing to retaliate and rescue their women. They managed to get inside the Roman city walls when a Roman girl let it be known that she would open a gate for them if they would give her their gold armbands. On the night of the attack, the Roman soldiers stood at the wall and shot stones and arrows at them, but the Roman traitor, named Tarpeia, opened a gate and in rushed the Sabines. Even though Tarpeia had helped them, the Sabines did not respect a traitor, and instead of giving her golden armbands, they threw heavy shields at her and the weight of them killed her. The Sabines ran into the streets calling for their daughters to return to them. But two years had gone by, and the Sabine women had married Roman men, grown fond of them, and had children with them. Now their fathers were fighting their husbands in the streets and it had to stop. The Sabine women ran into the streets holding their babies over their heads, begging for their fathers and husbands to put their weapons down. The Sabine men saw their daughters and grandchildren and only wanted to protect them; the Roman men put their weapons down to protect their wives and children. The Sabine and Roman men embraced, and for the first and only time, the battle ended in peace and friendship.

The women had stopped the battle, and the Sabines and the Romans became one people under King Romulus. King Romulus ruled for forty years, and then one day a very strange and mysterious thing occurred. King Romulus was standing in a wide open field called the Field of Mars, and a storm came. The storm was violent, with thunder and lightning and pouring rain. When the storm finally passed, King Romulus was nowhere to be found. He was never seen again, and the people wondered if his father, Mars, the war-god, had come for him.



Step 6. Learning Portfolio: Your child will create a beautiful border and write the title: The Beginning of Rome- Romulus and Remus. This is where they will write the good copy of their story. They may need two pages to write the summary. See a writing example below.

Step 7. Story: Create your reverent storytime moment. Light a candle if this helps to set the mood.

Read the next part of the book you have chosen, or have your child read independently.

Step 8. Closing: Recite your closing verse to end the morning lesson.

Example: The Beginning of Rome – Romulus and Remus. [Click here for larger version.](#)



DAY 5

GOALS OF THE LESSON

Your child will recall the Sabine story, and discuss and debate the themes from the story. They will deepen their understanding of adjectives and adverbs, as they write an interesting sentence. They will hear about the contributions the Etruscans made to Roman culture.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

Your child will draw a picture from the story of The Sabine Women. [There are many choices online.](#)

Your child will write a descriptive sentence, making use of interesting adjectives and adverbs.

TODAY'S LESSON

Step 1. Opening: Begin the morning lesson with the morning verse. Begin the morning lesson with the morning verse. This is a great time to include Latin verses. See the Lord's Prayer in Latin or add any other poetry or verse that speaks to you and relates to the subject or the season.

Step 2. Intentional Movement Activity (IMA): Perhaps you could start your mornings with a traditional [Roman Drill](#). Or choose other movement activities from the [Resource Hub](#).

Step 3. Math: Five Minute Math Activity. Choose a math activity from [Resource Hub](#). You can use this game/activity for at least a week or two before switching it up. Follow this activity with 10-15 min review of previously learned concepts in Grade 6 math workbook.

Step 4. Review: Have your child retell the story of The Sabine Women to you. What stands out for them from this story? Perhaps there is a discussion to be had around the understanding of human rights now and in ancient days.

Language Arts Writing: They will be drawing a picture of the scene when the Sabine women stop the fighting between their fathers and husbands. Have your child write a descriptive sentence that will accompany this picture. This sentence should include interesting adjectives and adverbs. Have your child proofread and correct the sentence.

Step 5. New Material: The Etruscans: When Rome was first built, the men worked in the fields and with their sheep, and the women spun wool and flax into yarn. They made their own pots out of clay. They didn't have money or fancy homes. They had small one-room homes, without windows. There was just a hole in the roof to let out smoke from the fire, and to let some light in. When it rained, they had to catch the water in buckets. The men and women would exchange items in the marketplace. Life was simple. No one could read or write, there were no books, paintings or statues.



However, there was one tribe that was nearby, that was more sophisticated. They seemed to have a more civilized way of life. They painted beautiful scenes on their walls; they appreciated art. They worked with clay to make statues, and they worked with metal to make jewelry and ornaments. These people were the Etruscans. They were merchants who sailed ships from Italy to Greece, Egypt, Persia and Babylonia. They had learned many things from their travels, and now the Romans wanted to learn it from the Etruscans. The Etruscans knew how to make archways, which was a new type of architecture for the Romans. The Romans wanted to learn this. The Romans hired the Etruscans as teachers of their children and adults, and as advisors in matters of government. When the Roman King died, they chose an Etruscan to be their next king. During this time the city of Rome spread. At first it was built on one hill, but soon it spread to cover seven hills. It is still called the City of Seven Hills to this day, and the Tiber River still runs through it. Some of the hills can still be seen, but others have been built over and cannot be seen. Under the Etruscan rulers, Rome grew bigger, and the people learned many new things. They built bigger and better houses, they learned how to write, and they began using coins for money.

The rulers were fair and just, until Servius Tullus, an Etruscan king was murdered by his son-in-law. The son-in-law would have been king when Servius died, but he was impatient and did not want to wait, so he had him stabbed to death. Now this evil man, Tarquinius, became the ruler. He was known as Tarquinius Superbus, meaning Tarquinius the Proud. The Roman people were terrified and horrified that this man was now their king, but to speak out against him meant certain death. Tarquinius would steal from his citizens, torment them, and sometimes turn them into slaves or kill them for speaking up. Tarquinius had two sons who were hated and feared just as much. Tarquinius was afraid that his relatives might avenge the murder of Servius, so he had them all killed. All except for one cousin, who knew his life was in danger, and pretended to not be in his right mind, so he would be spared. The Romans called him Brutus, which means “dull-witted”. Tarquinius saw Brutus as foolish and dull, and spared his life because he never thought he would be a threat.

Step 6. Learning Portfolio: Your child will draw a picture of the Sabine women stopping the battle. They will write the descriptive sentence to explain the picture.

Step 7. Story: Create your reverent storytime moment. Light a candle if this helps to set the mood. Read the next part of the book you have chosen, or have your child read independently.

Step 8. Closing: Recite your closing verse to end the morning lesson.

Heads up for tomorrow: Tomorrow you will have your child create an archway. Take some time to learn about [how Roman arches work](#). Then gather the materials needed to build your own, such as clay. Or, you could try building an [archway out of ice!](#) Alternately, we also saw the same ice project, but they filled the ice cube tray with [plaster of paris](#) and to make ‘stone’ bricks. If you go with one of those ideas, today would be a good day to fill your ice cube trays so you’re ready to build tomorrow.



The Wonder of
Grade 6

The Wonder of Geometry

Year 6 Month 3

This is a 5 day sample. Full unit includes 15 days of guided lessons and a 5 day flex week with suggestions for projects and independent work.



Month Overview

CURRICULUM AREAS/LEARNING OUTCOMES — CONCEPTS/BIG IDEAS

Math: Concept: Properties of objects and shapes can be described, measured, and compared using volume, area, perimeter, and angle.

Connection: Your child will work with these concepts in their Grade 6 math workbook. They will learn how to copy and construct angles and shapes using a compass.

Language Arts: Concept: Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens. **Connection:** Have a regular morning conversation with your child, checking in about information on current events they have heard from friends, newspaper or television. Find out their opinion on it and support healthy questioning.

Social Studies: Concept: Media sources can both positively and negatively affect our understanding of important events and issues. **Connection:** As you connect with your child regarding current events that they are learning about from various media sources, it is important that they come to understand that we must consider the source of the news, and if there is a bias, and what it might be.

Science: Concept: Multicellular organisms rely on internal systems to survive, reproduce, and interact with their environment. **Connection:** Have your child investigate what our body systems need for survival. Perhaps this can be connected to the current events they are hearing about and questioning. Demonstrate a sustained curiosity about a scientific topic or problem of personal interest. Conduct a scientific inquiry. The following is a breakdown of the steps in a scientific inquiry. Your child will be guided through these steps over the next 15 days.

QUESTIONING AND PREDICTING

- Demonstrate a sustained curiosity about a scientific topic or problem of personal interest
- Make observations in familiar or unfamiliar contexts
- Identify questions to answer or problems to solve through scientific inquiry
- Make predictions about the findings of their inquiry

PLANNING AND CONDUCTING

- With support, plan appropriate investigations to answer their questions or solve problems they have identified
- Decide which variable should be changed and measured for a fair test
- Choose appropriate data to collect to answer their questions
- Observe, measure, and record data, using appropriate tools, including digital technologies
- Use equipment and materials safely, identifying potential risks



PROCESSING AND ANALYZING DATA AND INFORMATION

- Experience and interpret the local environment
- Identify First Peoples perspectives and knowledge as sources of information
- Construct and use a variety of methods, including tables, graphs, and digital technologies, as appropriate, to represent patterns or relationships in data
- Identify patterns and connections in data
- Compare data with predictions and develop explanations for results
- Demonstrate an openness to new ideas and consideration of alternatives

EVALUATING

- Evaluate whether their investigations were fair tests
- Identify possible sources of error
- Suggest improvements to their investigation methods
- Identify some of the assumptions in secondary sources
- Demonstrate an understanding and appreciation of evidence
- Identify some of the social, ethical, and environmental implications of the findings from their own and others' investigations

APPLYING AND INNOVATING

- Contribute to care for self, others, and community through personal or collaborative approaches
- Co-operatively design projects
- Transfer and apply learning to new situations
- Generate and introduce new or refined ideas when problem solving
- Communicating
- Communicate ideas, explanations, and processes in a variety of ways
- Express and reflect on personal, shared, or others' experiences of place

FIRST PEOPLES' PRINCIPLES OF LEARNING

Principle: Learning involves patience and time. **Connection:** Learning how to make geometric constructions is a process that takes time and patience. The work requires great focus and precision. It can be challenging for many children, and therefore, honouring the importance of patience, and modeling this for your child, brings great feelings of peacefulness, ease and confidence that learning is a journey.



PARENT PREPARATION

Take some time to watch these videos, for an overview of the Daily Wonder approach to Geometry, as inspired by Waldorf Education.

- <https://youtu.be/hyenwh1Y5Is>
- https://youtu.be/wBu_4iq5bXs

If you have time before the unit starts, you can begin to follow the Daily Wonder lesson plans, so you can practice basic constructions.

MATERIALS NEEDED

Required:

- [Making Math Meaningful: A Middle School Math Curriculum for Teachers and Parents](#)
By: Jamie York

Have a set for parent and child, so you can work simultaneously:

- Compass
- Ruler
- Thin pencil
- Eraser
- Pencil crayons

CURRICULUM OVERVIEW

In the Daily Wonder curriculum, form drawing and practice in free hand drawing of shapes occurs until the end of Grade 5. Once the child reaches Grade 6, the tools for precision geometry are introduced. The child is ready for the skills required to bring such precision to the page. The Geometry unit brings a wonderful balance of precision and beauty. The progression of geometric constructions gets more sophisticated as you move through the unit. This can bring up an array of feelings, as your child meets the challenges. As always, Daily Wonder guides you, the parent, to help your child learn from the emotional experiences arising. Not only is the geometry an important lesson, but how your child meets the lesson, and how they feel about themselves as they are in a process of learning, becomes an even more important lesson for life.

The constructions are an exercise in self-discipline and focus. The decoration of the form is an opportunity to express creative personality. Encourage your child to have fun and take the time to bring the beauty of the form into its fullest potential. Doing an online search of Waldorf Grade 6 Geometry can be an inspiration for your child.



SOCIAL EMOTIONAL LEARNING

Critical and Reflective Thinking

Critical and Reflective thinking encompasses a set of abilities that students use to examine their own thinking and that of others. This involves making judgments based on reasoning, where students consider options, analyze options using specific criteria, and draw conclusions.

People who think critically and reflectively are analytical and investigative, willing to question and challenge their own thoughts, ideas, and assumptions and challenge those of others. They reflect on the information they receive through observation, experience, and other forms of communication to solve problems, design products, understand events, and address issues. A critical thinker uses their ideas, experiences, and reflections to set goals, make judgments, and refine their thinking.

Your child will be developing their critical thinking through discussions of news events, questioning what they hear, and planning and conducting a scientific inquiry.

Communication

Communicating encompasses the set of abilities that people use to impart and exchange information, experiences, and ideas; to explore the world around them; and to understand and effectively use communication forms, strategies, and technologies. Communicating provides a bridge between peoples' learning, their personal and social identity, and the world in which they interact. People who communicate effectively use their skills and strategies intentionally to ensure understanding their audience. They communicate in an increasing variety of contexts, for a variety of purposes, and often with multiple audiences.

Your child will be developing communication skills through daily discussions. They will exchange information as they explore the world around them. They will practice communication through an oral presentation on their scientific investigation.

Personal Awareness and Responsibility

People who are personally aware and responsible demonstrate self-respect, persevere in difficult situations, and exercise responsibility. They understand that there are consequences for their decisions and actions. A personally aware and responsible individual takes steps to ensure their well-being, sets goals and monitors progress, regulates emotions and manages stress, and recognizes and advocates for their own rights.

Your child will have the opportunity to reflect daily on how they are meeting the challenges of new geometric constructions. They will be able to reflect on their strengths and challenges, and how they demonstrate self-respect and perseverance in difficult situations.



DEVELOPMENTAL CONNECTION

Your child is reaching a stage in their development when logic is beginning to blossom. At the same time, there is an inner need for beauty. Geometry brings these two qualities into a beautiful balance. In this new stage of development, your child is discovering their inner life. This becomes a new point from where they can reach out to meet the world. The geometric constructions follow this approach, as each form begins with a single pointed focus, and then radiates outwards from this point to create the circle. In this way, you can imagine the same experience for your child. They are now settling into themselves, their own perspective and point. From this point, they look out into the world, experience the world, and begin to make their unique mark on the world. What they create in the outer world can then be brought back inwards for reflection.

This unit will weave all of the core subjects together, and will allow for practice in all these areas, as you guide your child to develop critical and reflective thinking, communication, and personal awareness.

PARENT REFLECTION

Questions to consider before going into this unit: As an adult, what is your skill set when it comes to math? Did you ever learn how to do complicated geometric constructions? If not, this is your opportunity to learn a new skill set. How do you feel about this? It takes focus and precision. Are you feeling ready and willing to put in the focus, and experience the rewards? What kind of a student were you when it came to math? Do you have a positive attitude or a negative attitude towards your skill set? How can you model a positive and open growth mindset for your child if they are struggling with some of this work?

Questions to consider at the end of the unit: How did my child meet this unit? How did I work with their strengths and challenges? Did I see myself in my child? Do they have a similar connection to math as I do? What did I learn about myself during this unit? What can I take from this intensive math unit that can help my child as they continue to build a positive mindset and positive attitude towards their learning?



Verses, Poetry & Song Suggestions

OPENING VERSE FOR GRADE 6

*I place myself steadfastly into existence.
With certainty I tread the path of life.
Love I nurse in the core of my being.
Hope I lay in all my doing.
Confidence I impress into my thinking.*

CLOSING VERSE FOR GRADE 6

*Be ye lamps unto yourselves.
Be your own confidence.
Hold to the truth within yourselves,
As to the only lamp.*

This can either be spoken or sung. [Here's the tune](#) if you wish to sing it

UNIT POEM SUGGESTION

Euclid

by Vachel Lindsay

Old Euclid drew a circle
On a sand-beach long ago.
He bounded and enclosed it
With angles thus and so.
His set of solemn greybeards
Nodded and argued much
Of arc and circumference,
Diameter and such.
A silent child stood by them
From morning until noon
Because they drew such charming
Round pictures of the moon



UNIT SONG SUGGESTION

Hymn for the Russian Earth

[Here's the tune](#)

Hymn for the Russian Earth

Yuri Zaritsky and Eugene Friesen

1. If the peo - ple lived their lives As if it were a song for sing ing out of light Pro -

2.

5 3. vides the mu - sic for the stars To be 4. dan - cing cir - cles in the night.



DAY 1

GOALS OF THE LESSON

Your child will copy a line segment, copy an angle, bisect a line segment and bisect an angle.

Daily check in on current events, and news your child has come across.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

Please refer to the Wonder of Geometry month overview for the comprehensive list of materials and resources. Please make sure you have watched the brief introductory video for this unit. The video will explain why this unit is developmentally appropriate for the child of this age. As well, if you are new to Daily Wonder, please make sure you have visited the Documents & Videos section and review all the material there.

Make sure you have a book that you would like to read to your child each day as “soul food”. See our recommended reading list for grade appropriate choices. The other option is that your child reads independently, if that suits your family’s needs.

Materials needed for today and throughout the unit:

- Making Math Meaningful-A Source Book for Teaching Middle School Math—Jamie York

You and your child will each need a set of tools for geometric constructions:

- Compass, ruler, thin pencil, eraser, pencil crayons

TODAY'S LESSON

STEP 1: Opening: Begin the morning lesson with the morning verse. We suggest sticking with the same opening verse for the whole school year. Here’s our suggestion for Grade 6:

*I place myself steadfastly into existence.
With certainty I tread the path of life.
Love I nurse in the core of my being.
Hope I lay in all my doing.
Confidence I impress into my thinking.*



You may add any other poetry or verse that speaks to you and relates to the subject or the season. See our suggestions above or choose your own.

Morning news check-in: This is a daily conversation to help your child learn the need for questioning what we hear around us.

Step 2. Intentional Movement Activity (IMA): What best suits your child? Choose an activity that meets their temperament and personality. Do they need to get some energy-burning exercise in order to sit quietly? Maybe a bike ride, run, or walk in the neighbourhood to get the day started. If you choose a higher energy IMA, be sure to also include the following warm up activity. Ask your child to jump a variety of angles that you call out. The first day might be a refresher on angles. Ask your child to jump or turn the following degrees: 45, 90, 180, 270, 360. Add in whether they should turn left or right.

Step 3. Math Activity or Game: *Please make sure you have watched the video on math activities. Follow the activity with 10-15 minutes of review of math concepts. Use the Grade 6 math workbook you have chosen. This is the time to review shapes, perimeter, area etc.

Step 4. New Material: What is Geometry? Have your child look up the word geometry in the dictionary. Find the meaning and origin of the word. **Compass-** Getting to know the new tool. Play around with your compass and try making some circles. Become aware of how to hold the compass properly.

Thoughts to share with your child.

Geometry is a very old mathematical practice. It goes way back even before the ancient Greeks made geometry a formal math study. It goes back to early primitive humans, who looked out into the world and saw shapes in everything. It goes back to the very essence of being human, a special “sixth sense” we all have, that gives us a feeling of satisfaction when something is in balance, symmetrical, straight or round. You can feel it in yourself if you have the urge to straighten a picture frame hanging on the wall, or adjust your blanket just right as you make your bed. We recognize that there are patterns and there is order in the world, and it gives us a great feeling of steadiness and security. When early humans first trusted that after darkness comes the light again, they recognized there was indeed an order in the universe that they could trust. Animals follow this living order as well. Flocks of birds have an innate wisdom about patterns for flying, and they have a sense of direction and can travel thousands of miles to the exact destination year after year. Bees know how to direct one another to a source of honey. They have an internal understanding of navigation. The bees create geometrical forms in building as well, using the six-sided cell as the most efficient way to fill space. The spiders use geometry as they spin eight-sided shapes, or octagons. All animals seem to understand that the straight line is the shortest route somewhere. Humans have been in awe of the sun since time began. Because of its important power for the earth, it has been revered and painted on ancient caves for tens of thousands of years. Therefore, it is the circle that has been one of the most revered shapes since time began. Drawing a circle well has always been a struggle. Perhaps the first tool was created after watching an animal tied to a rope that was fastened in



the ground by a wooden peg. Perhaps as the animal walked around and around the wooden peg, the footprints created a circle. It wouldn't be long then for someone to create a smaller version of that as a tool for drawing circles. Your compass is a modern tool based on a very old primitive tool.

Step 5. Math Practice: Basic Constructions. Demonstrate this to your child while they watch you first, then have them practice each basic construction, one at a time. Use Making Math Meaningful pages 32-33:

- a) Copying a line segment
- b) Copying an angle
- c) Bisecting a Line Segment. "Bisect" means to divide into two equal parts. You can bisect lines, angles, and more. The dividing line is called the "bisector". When bisecting this line, you will be drawing a perpendicular bisector through it. Ask your child if they remember what perpendicular means. They can use the dictionary to find out, if they can't remember.
- d) Bisecting an Angle.

Step 6. Learning Portfolio: Have your child draw the title page for their learning portfolio. *Please make sure you have watched the video titled The Learning Portfolio. Your child can create a title page that uses geometry found in nature. They can include the honeycomb, the spider web, the 3 leaf clover, the dogwood flower with four petals, the 6-sided snowflake, the sand dollar pattern, seashells, the fiddle head spiral. What else can they come up with that would be a beautiful illustration?

Step 7. Story: Create your reverent storytime moment. Light a candle if this helps to set the mood. Read the chapter book you have chosen for this unit, or have your child read independently.

Step 8. Closing: Recite your closing verse to end the morning lesson. Here's one suggestion, but feel free to choose your own. This can either be spoken or sung. [Here's the tune](#) if you wish to sing it

*Be ye lamps unto yourselves.
Be your own confidence.
Hold to the truth within yourselves,
As to the only lamp.*



DAY 2

GOALS OF THE LESSON

Your child will review yesterday's lines and angles and learn to construct perpendicular and parallel lines. Daily check in on current events, and news your child has come across.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

The basic constructions require focus and precision, as well as a beautiful aesthetic. Guide your child to bring both aspects into their daily geometry work.

TODAY'S LESSON

Step 1. Opening: Begin the morning lesson with the morning verse. You may add any other poetry or verse that speaks to you and relates to the subject or the season. See hub for poetry recommendations.

Morning news check-in: This is a daily conversation to help your child learn the need for questioning what we hear around us.

Step 2. Intentional Movement Activity (IMA): What best suits your child? Choose an activity that meets their temperament and personality. Do they need to get some energy-burning exercise in order to sit quietly? Maybe a bike ride, run, or walk in the neighbourhood to get the day started. If you go for a walk, see if your child can observe geometry patterns in nature. If you choose a higher energy IMA, be sure to also include the following warm up activity. Ask your child to jump a variety of angles that you call out. Repeat the same angle jumping as yesterday. Now include instructions like: create an acute angle with your arm, create parallel lines with your legs, create a perpendicular line with your arms, create an obtuse angle with your whole body, create a right angle with your leg etc.

Step 3. Five minute Math Activity or Game: *Please make sure you have watched the video on math activities. Follow the activity with 10-15 minutes of review of math concepts. Use the Grade 6 math workbook you have chosen. Continue to review shapes, perimeter, area etc.

Step 4. Review: Ask your child to recall the definition and origin of the word geometry. Where do we see geometry in the world? What are some signs that humans have an inner sense for balance or symmetry? What did you find interesting and what did you find challenging about copying and bisecting lines and angles?



Step 5. New Material: Refer to Making Math Meaningful page 34. Demonstrate each one to your child while they watch you first, then have them practice each basic construction, one at a time:

- a) Constructing a Perpendicular Line through a Point on that Line
- b) Constructing a Perpendicular Line through a Point **not** on that Line
- c) Constructing a Parallel Line

Step 6. Learning Portfolio: Have your child create a page in their learning portfolio that is titled: Basic Constructions. Using pencil first, and then going over the lines and angles in colour, create an aesthetically pleasing page layout. Your child will repeat the 4 constructions practiced yesterday, and title each one. Copying a line Segment, Copying an Angle, Bisecting a Line Segment, Bisecting an Angle.

Step 7. Story: Create your reverent storytime moment. Light a candle if this helps to set the mood. Read the chapter book you have chosen for this unit, or have your child read independently.

Step 8. Closing: Recite your closing verse to end the main lesson.



DAY 3

GOALS OF THE LESSON

Your child will review yesterday's perpendicular and parallel line constructions, and work on dividing a line segment into equal parts, constructing an equilateral triangle, and constructing a square. Daily check in on current events, and news your child has come across.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

As the parent, do you feel comfortable demonstrating the basic constructions to your child? If possible, try to practice them ahead of time. If you aren't able to do this, then you can make it clear to your child that you two will be learning these new constructions alongside each other.

TODAY'S LESSON

Step 1. Opening: Begin the morning lesson with the morning verse, and any poetry, verse or songs you have chosen.

Morning news check-in: This is a daily conversation to help your child learn the need for questioning what we hear around us.

Step 2. Intentional Movement Activity (IMA): What best suits your child? Choose an activity that meets their temperament and personality. Do they need to get some energy-burning exercise in order to sit quietly? Maybe a bike ride, run, or walk in the neighbourhood to get the day started. If you choose a higher energy IMA, be sure to also include the following warm up activity. Play around with the angles and lines from the previous days.

Step 3. Five minute Math Activity or Game: *Please make sure you have watched the video on math activities. Follow the activity with 10-15 minutes of review of math concepts. Use the Grade 6 math workbook you have chosen. Continue to review shapes, perimeter, area etc.

Step 4. Review: Ask your child to recall the experience of constructing perpendicular and parallel lines. Did they find it fun, challenging, interesting?



Step 5. New Material: Refer to Making Math Meaningful page 35. If possible, demonstrate each one to your child while they watch you first, then have them practice each basic construction, one at a time:

- a) Dividing a Line Segment into Equal Parts
- b) Constructing an Equilateral Triangle, Given One Side
- c) Constructing a Square, Given One Side

Step 6. Learning Portfolio: Have your child create a page in their learning portfolio that is titled: Basic Constructions. Using pencil first, and then going over the lines and angles in colour, create an aesthetically pleasing page layout. Your child will repeat the 3 constructions practiced yesterday, and title each one: Constructing a Perpendicular Line through a Point on that Line, Constructing a Perpendicular Line through a Point **not** on that Line, Constructing a Parallel Line.

Step 7. Story: Create your reverent storytime moment. Light a candle if this helps to set the mood. Read the chapter book you have chosen for this unit, or have your child read independently.

Step 8. Closing: Recite your closing verse to end the main lesson.



DAY 4

GOALS OF THE LESSON

Your child will review yesterday's constructions. They will work on constructing a hexagon, square and triangle. Daily check in on current events, and news your child has come across.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

Apart from the main focus on geometry, the morning conversation is an opportunity to connect with your child and create a comfortable atmosphere for them to share thoughts and questions with you. You may also have information you have come across that you are questioning. Share these thoughts and your process with your child. Guide them on how to thoughtfully question something they hear. This week is just for asking questions and considering different perspectives. See if you can focus on some news that is related to the human body. This will prepare your child for the scientific inquiry next week.

TODAY'S LESSON

Step 1. Opening: Begin the morning lesson with the morning verse, and any poetry, verse or songs you have chosen.

Morning news check-in: This is a daily conversation to help your child learn the need for questioning what we hear around us. You may still just have one piece of information your child came across, and you can be guiding your child on how to approach this information from different angles.

Ways to guide the conversation: Notice who told them, who wrote the piece, what organization they work for, who owns or operates this news organization?

Step 2. Intentional Movement Activity (IMA): What best suits your child? Choose an activity that meets their temperament and personality. Do they need to get some energy-burning exercise in order to sit quietly? Maybe a bike ride, run, or walk in the neighbourhood to get the day started. If you choose a higher energy IMA, be sure to also include the following warm up activity. Play around with the angles and lines from the previous days.

Step 3. Five minute Math Activity or Game: *Please make sure you have watched the video on math activities. Follow the activity with 10-15 minutes of review of math concepts. Use the Grade 6 math workbook you have chosen. Continue to review shapes, perimeter, area etc.



Step 4. Review: Ask your child to recall the experience of constructing the line segments, equilateral triangle and square. What are the characteristics of an equilateral triangle? What other kinds of triangles are there, and what are their characteristics?

Step 5. New Material: Refer to Making Math Meaningful page 36. If possible, demonstrate each one to your child while they watch you first, then have them practice each basic construction, one at a time:

- a) Constructing a Hexagon, inside a Given Circle
- b) Constructing a Square, inside a Given Circle
- c) Constructing a Triangle, inside a Given Circle

Step 6. Learning Portfolio: Have your child create a page in their learning portfolio that is titled: Basic Constructions. Using pencil first, and then going over the lines and angles in colour, create an aesthetically pleasing page layout. Your child will repeat the 3 constructions practiced yesterday, and title each one: Dividing a Line Segment into Equal Parts, Constructing an Equilateral Triangle, Given One Side, Constructing a Square, Given One Side.

Step 7. Story: Create your reverent storytime moment. Light a candle if this helps to set the mood. Read the chapter book you have chosen for this unit, or have your child read independently.

Step 8. Closing: Recite your closing verse to end the main lesson.



DAY 5

GOALS OF THE LESSON

Your child will review yesterday's constructions. They will work on constructing an octagon, the 12 division of the circle, and the 24 division of the circle. Daily check in on current events, and news your child has come across. See if you can focus on some news that is related to the human body.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

Beginning next week, you will guide your child to come up with something scientifically related to the human body that they are curious about and would like to investigate. This is ideally connected to some kind of news story you have been discussing.

TODAY'S LESSON

Step 1. Opening: Begin the morning lesson with the morning verse, and any poetry, verse or songs you have chosen.

Morning news check-in: This is a daily conversation to help your child learn the need for questioning what we hear around us. You may still just have one piece of information your child came across, and you can be guiding your child on how to approach this information from different angles.

Ways to guide the conversation: Notice who told them, who wrote the piece, what organization they work for, who owns or operates this news organization?

Step 2. Intentional Movement Activity (IMA): What best suits your child? Choose an activity that meets their temperament and personality. Do they need to get some energy-burning exercise in order to sit quietly? Maybe a bike ride, run, or walk in the neighbourhood to get the day started.

Step 3. Five minute Math Activity or Game: Follow the activity with 10-15 minutes of review of math concepts. Use the Grade 6 math workbook you have chosen. Continue to review shapes, perimeter, area etc.

Step 4. Review: Ask your child to recall the experience of constructing the hexagon, square and triangle. What are the challenges and strengths you face? How many sides to a hexagon?



Step 5. New Material: Refer to Making Math Meaningful page 37. If possible, demonstrate each one to your child while they watch you first, then have them practice each basic construction, one at a time. The constructions are getting more challenging, and require great focus and precision:

- a) Constructing an Octagon, inside a Given Circle
- b) The 12-Division of the Circle (the Dodecagon)
- c) The 24-Division of the Circle

Step 6. Learning Portfolio: Have your child create a page in their learning portfolio that is titled: Basic Constructions. Using pencil first, and then going over the lines and angles in colour, create an aesthetically pleasing page layout. Your child will repeat the 3 constructions practiced yesterday, and title each one: Constructing a Hexagon Inside a Given Circle, Constructing a Square Inside a Given Circle, Constructing a Triangle Inside a Given Circle.

Step 7. Story: Create your reverent storytime moment. Light a candle if this helps to set the mood. Read the chapter book you have chosen for this unit, or have your child read independently.

Step 8. Closing: Recite your closing verse to end the main lesson.