



GOALS

VISION OF A VERITAS DEFENDER

We are committed to growing students towards an ideal of the good, wise, and virtuous young man or woman of faith. The Veritas Valiant reflects one such idealized vision that we hope our students aspire to become, while a Defender reflects the present status, or reality, of all of our students as they are *becoming* Valiant-like.

PORTRAIT OF A DEFENDER

We desire to cultivate people, particularly students, who:

1. Understand and believe the Gospel, trusting Jesus Christ as Lord and Savior.
2. Are present and active in the worship and life of the local body of Christ.
3. Find joy in the study of Scripture, prayer, and service of Jesus Christ.
4. Read deeply and charitably; reason truthfully, diligently, and earnestly.
5. Speak and write with clarity, wisdom, and eloquence.
6. Engage creation with wonder and respect; pursue beauty and good workmanship.
7. Love Christ the King, following his command to make disciples of all the nations, teaching them to love God and one another.

ACADEMIC

Second Grade students continue building upon what was learned the previous year by increasing their reading fluency to 100 words per minute, coming closer to mastering both single and multi-letter phonograms, and increasing their speed with addition and subtraction math facts. They also begin learning to write in cursive.

TRADITIONS & SPECIAL EVENTS

HISTORY CELEBRATION

As your family wraps up their year of History Study, we will celebrate each of the cultures and time periods studied with a Grammar-Wide Celebration. Games, costumes and food make this event an occasion the whole family will remember and reminisce for years to come.

FIELD TRIPS

Students in grades 1-4 embark together on field trips in a four-year rotation which is consistent with our 1st-4th Grade History and Science curriculum. Field trips are teacher-led, occur on a Veritas classroom day, and are required for students enrolled in the class.

CLASS SECTIONS

3

STUDENTS PER CLASS

16

STUDENT TO TEACHER RATIO

16:1

DAYS ON CAMPUS

M/W
OPT. FRIDAY

SCHOOL@HOME DAYS

T/TH

GRAMMAR SCHOOL OVERVIEW

GRAMMAR STAGE

In the Grammar School, basic factual content and rules—the “grammar”—of each subject is mastered. The curricular emphasis during these years is on learning basic facts and figures during the time when children love to memorize (and when they are best at doing so).

PARENT INVOLVEMENT

The parent’s role in Grammar School is that of a co-teacher. As such, one parent needs to lead in the co-teaching role and become familiar with the grade level’s curriculum and basic teaching techniques to actively engage and implement lessons on school@home days. There are also ample opportunities for parents to volunteer on-campus and to attend in-class presentations and grade level special events.

SCHOOL TRADITIONS

Special Grammar School traditions include Chapel, Veritas ROCKS, a winter Daddy-Daughter Dance, and an annual Food Drive.

COMMUNITY CONNECTIONS

Opportunities for Grammar School students to connect to the entire community include MLK Service Day, Family Defender Night, Fall Roundup, and more.

VERITAS ROCKS

Based on the Biblical concept of building our homes on rock and not on sand, Veritas ROCKS summarizes the standard of behavior that will be promoted at Veritas Academy:

R – Respect Authority

O – Others are Important

C – Correction: Accept it and Learn from it

K – Keep Yourself Prepared

S – Seek Excellence

CORE SUBJECTS

MATH

In this course students learn to compare numbers to 1000; understand the place value of hundreds, tens and ones, add/subtract 3-digit numbers, measure length/weight in standard and metric units, multiply/divide, solve mental addition and subtraction, count money, recognize fractions, tell time, recognize time intervals, recognize 3-dimensional shapes, and solve two-step word problems.

HANDWRITING

After a solid review of print, Second Grade students transition to learning cursive handwriting.

READING

The love of reading is best caught when students read in a book that fits them. Students receive individualized instruction by reading through basal readers with a controlled vocabulary. As students are ready, they transition into appropriate chapter books and specified comprehension questions are introduced. On home days, families will read a variety of classics through our assigned Grammar School read aloud.

SPELLING

Students continue to build their knowledge of single and multi-letter phonograms and study the spelling of the most frequently used words. Several spelling rules are introduced as words grow more challenging.

MEMORY WORK

With the desire that families would memorize Scripture together, all Grammar School students memorize a passage of Scripture along with the rest of the school. "Thinking Points" are provided to facilitate meaningful discussion around the dinner table.

DAILY SCHEDULE 8:10AM - 3:30PM

Morning Meeting - 10-15 minutes

Lunch - 20 minutes

Writing - 30 minutes

Math - 80 minutes

Spelling - 30 minutes

Reading - 30 minutes

Science/History - 40 minutes

Grammar - 20 minutes

Specials Wheel - 50 minutes

Recess - 20 minutes

Latin - 15 minutes

In Grammar School, courses are combined into one core block and teachers structure the school day to include instruction of all subjects. This daily schedule is a general guide of a typical school day.

SCHOOL@HOME DAY GENERALLY 4-5 HOURS PER DAY

To prepare for each week, co-teachers will access and download homework from Family Portal, our online school management system. Co-teachers will then guide their student through the homework provided by the classroom teacher and can expect to spend approximately 1.5-2 hours on Language Arts, 1-1.5 hours on Math, and 40-60 minutes on Science/History per day.

Presentations & Projects

In order to provide ample opportunities for students to become comfortable and confident in their public speaking skills, Second Graders have two major presentations during the school year. Rhetoric skills learned in Grammar and Logic schools build toward the capstone Senior Thesis, a 20-minute memorized speech that students present and defend in the spring of their Senior year.

A Note on History & Science

HISTORY

Students in Grades 1-4 will be introduced to a sweeping view of history from Creation through modern times as they study and learn together family style. Each year, the curriculum will highlight specific historical times and events in order to make Biblical connections, examine culture and arts, read rich literature, and participate in living history events.

SCIENCE

Students in Grades 1-4 will enjoy a hands-on, family style approach, attempting to understand the world around them and how it works. We will begin our first year of a four-year science rotation by studying the seven days of Creation through a scientific lens, incorporating many disciplines in the field of science. Families will read, discover, experiment and learn together how God created our wonderful world.

Lesson Plans are written by classroom teachers for on-campus instruction.

LANGUAGE ARTS

MATERIALS

- Independent Books
- Read Alouds
- Spell to Write & Read (SWR) phonogram cards, rule cards, WISE guide
- Handwriting Manual
- First Language Lessons (FLL) Manual
- Memory Book
- Writing Journal

OBJECTIVES (THE LEARNER WILL)

- TLW read independently in Independent Reading Program (IRP) book.
- TLW say phonograms.
- TLW say and write dictated SWR words with markings and chart work.
- TLW apply reading and comprehension skills.
- TLW identify and apply correct punctuation, capitalization, and usage in sentences through writing and dictation.
- TLW have the write a journal entry in their journals.
- TLW recite scripture and poems.
- TLW appreciate and identify music by various composers in history.

ACTIVITIES

1. **WELCOME, PRAYER, PLEDGE, DEVOTIONAL:**
 - Bible Flashcard # 9 (God’s Covenant with Abraham)
2. **ART/MUSIC APPRECIATION**
 - Listen to “Viennese Musical Clock” by Kodaly
3. **STUDENT WILL READ IRP BOOK**
 - Student will answer PLORE question in PLORE spiral.
 - Vocabulary - Student will choose a word from their reading and define it in PLORE spiral.
4. **SWR (SPELL TO WRITE AND READ):**
 - Complete the “ED” page.
 - Multi-letter Phonograms and Rules: See top of pg. 28 of WISE Guide.
 - Introduce eigh, ei, ey, & ph.
5. **FIRST LANGUAGE LESSONS (FLL):**
 - Lesson 21 (complete contraction page #2 in MB)
 - “The Year” poem, copy work through ‘July’
6. **WRITER’S WORKSHOP:**
 - Free write in journal. Remember to use correct punctuation!
7. **MEMORY:**
 - Scripture - Psalm 19:1-14
 - Poem - “The Year”
 - Familiar Saying: “Land of nod”

SEND HOME

H-2 Spelling Test paper, IRP Logs, & Handwriting Evaluation pg. 34

MATH

MATERIALS

- Saxon Math 3 Student Workbook & Teacher’s Edition
- Math Meeting Booklet and materials
- Worksheets for lesson
- Rapid Recall flash cards
- Rapid Recall books
- Demonstration Clock
- Money
- Outdoor Thermometer (or phone)

OBJECTIVE (THE LEARNER WILL)

TLW make a pattern block design with a given rule.

ACTIVITIES

1. Conduct math meeting for Lesson 20.
2. Teach concepts for lesson 20 and complete practice page 20A.
3. Do Rapid Recall: Addition, Track 5, Day 3
4. Complete Assessment #2
5. Practice Digit Span cards: visual & auditory

HISTORY

OBJECTIVES (THE LEARNER WILL)

- TLW learn about robbers’ tunnels in pyramids.
- TLW hear the story of different kingdoms and dynasties in Ancient Egypt.

ACTIVITIES

1. Read *The Robbers’ Tunnel* from *Remember the Days* pages 73-74.
2. After reading, watch virtual tour of the Great Pyramid of Giza and live tour walking through the tunnels of the great pyramid.
3. Make Marshmallow Pyramids with your class.
 - a. Pass out materials.
 - b. Display pictures of pyramids on the board for them to look at for reference.
 - c. Students make pyramids.
4. Recite History Pegs #1-14 using the History Pegs Video.

SCIENCE

In First through Fourth Grade, history and science tend to alternate by in-class period. During most weeks, classes will receive one science lesson and one history lesson, with corresponding homework.

2ND GRADE SAMPLE HOMEWORK

Homework is written by classroom teachers for School@Home days on T/Th/F (Flex Day).

HOMEWORK

READING (20 MINUTES)

1. Student free reads book of choice for 20 minutes and orally retells to co-teacher.
2. Sign TUESDAY reading log (located on reading tab in binder).

SPELLING (15 MINUTES)

1. Re-dictate list H-2 to student today on a blank sheet of paper or on the back of Monday's dictation.
2. Begin working on Spelling Enrichment Spiral and complete three activities of your choice.
3. Review Phonograms and Rules.
4. Add any missed spelling words from previous test to Word Wall (Writing Folder).

HANDWRITING (10 MINUTES)

1. Complete pages 31-32 & co-teacher initials work.

READ ALOUD (20 MINUTES)

1. As a family, read Chapter 13-14 of *Pinocchio* and discuss. Throughout the week complete the designated writing assignments from the Read Aloud Reading Guide.

WRITING WORKSHOP (ALL WEEK, 30 MINUTES)

1. REVISE sentence structure, grammar, and add descriptive words (adjectives) as needed. Ask things like, "Does this sound right to you? Does it make sense? Is there anything you can do to make it better?"
2. Go through again and this time, begin to EDIT - making sure that all words are SPELLED CORRECTLY.
3. Repeat, this time making sure proper PUNCTUATION is used.
4. While editing, discuss the different marks that are made and what they mean.
5. Be sure to provide lots of encouragement and positive feedback to balance the correcting.

*NOTE - Edited yellow draft is due Monday, in Writing Folder.

GRAMMAR (20 MINUTES)

1. Teach FLL Lesson 23: Adjectives.

MEMORIZATION (ALL WEEK, 10 MINUTES)

1. Scripture: Genesis 1:26-31 - Review for Author Share presentation on 11/14 (not graded).
2. Memorize poem: "The Year" Due 11/2 (for a grade).
3. Familiar saying: "The more the merrier"

MATH (90 MINUTES)

1. Do Rapid Recall: Addition, Track 6, Day 2
2. Conduct Math Meeting for Lesson 29.
3. Teach Lesson 29 from Saxon 3 Teacher's Manual (Master 3-29 needed).
4. Complete practice page for Lesson 29 side A (side B is optional) and return to school in binder.
5. Co-teacher checks and initials practice page for accuracy.
6. Give Oral Assessment #3 (Lesson 30).
7. Practice Digit Span cards: visual and auditory

LATIN (15 MINUTES)

1. Review Chapters 16-18.
2. Watch Song School DVD, Track 16-18

HISTORY (45 MINUTES)

Scholé History/Science Explorers students will complete this on Friday.

1. Ask your student what they learned in class yesterday!
2. Read "The Rosetta Stone" from RtD pages 73-74, watch this video on The Rosetta Stone, and then discuss the importance of finding this stone!
3. Now move to Biblical history and the story of Joseph. Read "Jacob's Favorite" from Remember the Days pages 79-82.
4. Complete The Middle Kingdom Map assignment with your student (this can be found in your students communication folder). Follow the instructions at the bottom of the page.
5. As with all of our map assignments, don't assign your students every line of the directions. Instead, choose one or two (or more) lines that are most important to you.
6. Speak the place names on the maps aloud, asking your students to locate the places on the maps as you speak.
7. Assign only as much coloring and drawing as you feel your students can handle.
8. Cut out the map and glue it into the History Notebook.
9. Watch History Pegs #1-14: History Pegs Video.

FRIDAY FLEX DAY OR SCHOLÉ

READING:

1. Read assigned IRP story/pages.
2. Answer assigned PLORE and VO1 question(s) in spiral, as assigned (complete sentence and best handwriting).
3. Co-teacher initials Reading Log and PLORE page.

RAPID RECALL:

1. Complete Track 6, Day 5.

Complete any unfinished work from the week or spend additional time on project work.

