

Teacher's Guide and Lesson Plan Tales 1.1



Charlotte Mason BEEHIVE



Includes step-by-step lesson plans for a 36 week school year; copy work passages; drawing lessons; and detailed information on how to teach Literature in Form I.

Teachers' Guide and Lesson Plan

Tales 1.1

BY

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CHARLOTTE MASON BEEHIVE
MELTON MOWBRAY

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Sample

Tales 1.1: Teacher's Guide and Lesson Plan
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A photograph of a woman with long blonde hair, smiling, sitting on the ground in a forest. She is wearing a black t-shirt and grey pants. Two young children are sitting in front of her. The child on the left is a boy with blonde hair, wearing a grey and white striped sweater and orange shorts. The child on the right is a girl with blonde hair, wearing a grey cardigan and red pants. They are all smiling and looking at the camera. The background is a lush green forest with trees and foliage. A large tree trunk is visible on the left side of the image.

“Education is an atmosphere, a discipline, and a life.”

Charlotte Mason

Introduction



THANK YOU for purchasing Charlotte Mason Beehive's *Tales Curriculum, 1.1*. This course is intended for pupils in Form IB, the first year of formal lessons in a Charlotte Mason education. This form is roughly equivalent to U.K. School Year 2. Children in this form are usually six years old.

WHO WE ARE

CHARLOTTE MASON BEEHIVE is a small family-run business. Founded upon the methodology of Victorian educator Charlotte Mason and the work of the Parents' National Educational Union (P.N.E.U.), we provide content and educational resources with a view to enabling parents and educators to deliver an authentic, no-fuss living education for their students.

The culmination of several years of research, passion, and inspiration, countless hours have been spent studying Charlotte Mason's own words and the old programmes of the P.N.E.U. to develop a full-bodied and authentic programme of work suitable for children of the twenty-first century. As our resources have been created first and foremost with a view to our own children's living education you can rest in the assurance that it is quite literally "a labour of love".

Like Charlotte Mason herself, we hold to a Judeo-Christian world view and are committed to delivering an education steeped deeply in the truths of the Gospel.

Where possible we print our own lesson books and provide all materials necessary to fulfil the course of study laid out within our programmes. This helps keep costs low whilst also fulfilling our commitment in helping parents provide a living education for their children without the need to invest in an endless array of additional resources.

FORM I TALES SCOPE AND SEQUENCE

FORM I is made up of three school years. The first year is called Form IB and the students in this form will normally be six years old. *Tales (Literature) 1.1* is intended for this form, and introduces students to such wonderful fairy tales and fables as those from Hans Christen Andersen, Aesop, the Brother's Grimm, etc. These stories have been passed down for generations and are of tremendous historical significance; they are stories every child should know of and be familiar with.

In *Tales 1.1* we have selected a variety of stories from a handful of different storytellers, some relatively familiar ones and others which are less well-known.

After the students complete one year in Form IB they move up to Form IA (ages 7 & 8). This form is made up of two years when the children will begin reading more advanced literature, as laid out in *Tales 1.2* and *Tales 1.3*.

Although it is not altogether necessary to progress through the curriculum in numerical order, and if you have students in Form IA and B you may wish to combine them for *Tales*, we do advise

and instead have them take a picture in their mind before writing it out from memory on their own slate or in their book.

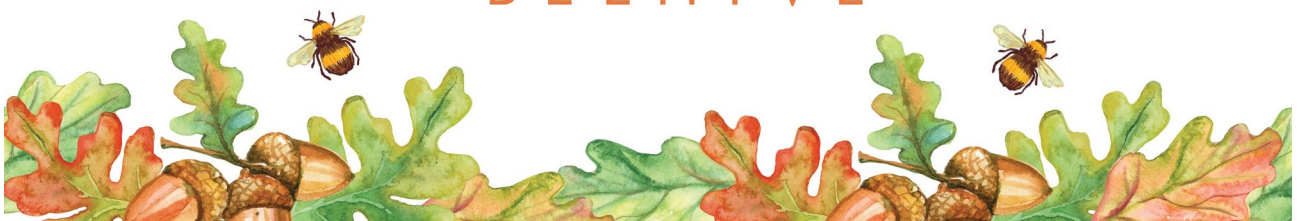
Included at the end of each term's lesson plans, you will find enough copy work passages to see you through once or twice a week across an entire school year. These passages have been taken from the stories assigned for Tales in this programme. Generally speaking, one writing slot a week should be taken up by Tales, the other lessons being assigned different subject categories⁷.

Please note that if your students are still working on their strokes or letters, or are otherwise struggling with writing there is no benefit to jumping straight into copy work. If you go through the entire school year without doing copy work that is absolutely fine. Meet your child where he is at. There is no behind. There is only progress.

"To introduce children to literature is to instal them in a very rich and glorious kingdom, to bring a continual holiday to their doors, to lay before them a feast exquisitely served. But they must learn to know literature by being familiar with it from the very first. A child's intercourse must always be with good books, the best that we can find."

-Charlotte Mason

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⁷ Charlotte Mason Beehive includes copy work passages with our Bible, Tales, and History programmes.



Term 1

2 LESSONS/WEEK | 20 MINUTES

MATERIAL NEEDED

- ★ Fairy Tales and Fables (ed. Charlotte Mason Beehive)
 - ★ Brush Drawing supplies (water colour paper / drawing book, paints, blotting paper, water)
-

PROGRAMME OF WORK

Four fairy tales

Beauty and the Beast, by Jeanne-Marie Le Prince de Beaumont
Hansel and Grethel, by the Grimm Brothers
The Snow Queen, by Hans Christen Andersen
The Fairies, by Charles Perrault

Four Aesop's Fables

The Shepherd-Boy and the Wolf
The Dog and the Shadow
The Fox and the Stork
The Wind and the Sun

Three Drawing Lessons

Draw a scene from your reading in *Tales*, in brushwork.

Lesson Plan At a Glance

		Lesson's Reading	Lesson Book and Page Number
	Lesson 1	Beauty and the Beast, Part 1	Fairy Tales and Fables, pp. 9-14
	Lesson 2	Beauty and the Beast, Part 2	Fairy Tales and Fables, pp. 15-20
	Lesson 3	Beauty and the Beast, Part 3	Fairy Tales and Fables, pp. 20-26
	Lesson 4	The Shepherd-Boy and the Wolf	Fairy Tales and Fables, p. 27
	Lesson 5	Drawing lesson	
	Lesson 6	Hansel and Grethel, Part 1	Fairy Tales and Fables, pp. 28-32
	Lesson 7	Hansel and Grethel, Part 2	Fairy Tales and Fables, pp. 32-37
	Lesson 8	The Dog and the Shadow	Fairy Tales and Fables, p. 38
	Lesson 9	Drawing lesson	
	Lesson 10	The Snow Queen, The First Story	Fairy Tales and Fables, pp. 39-40
	Lesson 11	The Snow Queen, The Second Story	Fairy Tales and Fables, pp. 40-46
	Lesson 12	The Snow Queen, The Third Story, Part 1	Fairy Tales and Fables, pp. 46-49
	Lesson 13	The Snow Queen, The Third Story, Part 2	Fairy Tales and Fables, pp. 50-54
	Lesson 14	The Snow Queen, The Fourth Story, Part 1	Fairy Tales and Fables, pp. 54-58
	Lesson 15	The Snow Queen, The Fourth Story, Part 2	Fairy Tales and Fables, pp. 58-62
	Lesson 16	The Snow Queen, The Fifth Story	Fairy Tales and Fables, pp. 62-66
	Lesson 17	The Snow Queen, The Sixth Story	Fairy Tales and Fables, pp. 67-70
	Lesson 18	The Snow Queen, The Seventh Story	Fairy Tales and Fables, pp. 70-75
	Lesson 19	Drawing lesson	
	Lesson 20	The Fox and the Stork	Fairy Tales and Fables, p. 76
	Lesson 21	The Fairies	Fairy Tales and Fables, pp. 77-79
	Lesson 22	The Wind and the Sun	Fairy Tales and Fables, p. 80
	Lesson 23	Examination Week	
	Lesson 24		



Week 1 - Lesson One

Fairy Tales and Fables, pp. 9-14

Beauty and the Beast, Part 1 | Approx. Reading Time: 10 minutes

Method of Lesson

1. Tell your students that over the course of the year you will be reading *Fairy Tales and Fables* during Tales [Literature] class. Explain that they will need to listen carefully and that at the end of each lesson, they will be required to narrate [tell back] what they have heard.
2. Tell them that today you will be reading the first third of *Beauty and the Beast*. Ask them if they know the story, and what they can tell you about it. Explain that the version they are about to hear was first written in French over 260 years ago and is likely rather different to the story they have heard before.
3. Read *Beauty and the Beast, Part 1*. There is one narration break [***] part way through. If your students are new to narration or struggle with attention you may wish to stop here and ask for a narration. If you do not feel it is necessary then just carry on without stopping.
4. Once you have finished the day's reading, ask your students to tell back what they have heard in their own words. [See more about narration on p. 11].
5. If time allows, after narration, your students may wish to talk about the story, perhaps comparing it to versions they have heard before, or speculating on what they think will happen next. This kind of discussion should be encouraged whenever possible.



Week 1 - Lesson Two

Fairy Tales and Fables, pp. 15-20

Beauty and the Beast, Part 2 | Approx. Reading Time: 10 minutes

Method of Lesson

1. Ask your students to recall what happened in the last lesson (*Beauty; two spoilt sisters; father loses his fortune; father goes on journey; Beauty requests a rose; father discovers a castle, plucks a rose, and upsets the Beast; he promises to send one of his daughter's to the Beast to die in his place; etc.*)
2. Tell them that we are now going to find out what happens after the merchant returns home to his daughters. Will one of them agree to give themselves up to the Beast for the sake of their father?
3. Read *Beauty and the Beast, Part 2*. There is one narration break [***] part way through, if required.
4. Once you have finished the day's reading, ask your students to tell back what they have heard in their own words.
5. If time allows, after narration, your students may wish to talk about the story, perhaps comparing it to versions they have heard before, or speculating on what they think will happen next. This kind of discussion should be encouraged whenever possible.



Week 2 - Lesson Three

Fairy Tales and Fables, pp. 20-26

Beauty and the Beast, Part 3 | Approx. Reading Time: 10 minutes

Parent/Teacher Note: The story concludes with Beauty's sisters being turned into statues, destined to witness their sister's happiness until they are able to confess their faults.