

# THE HOME EDUCATORS NETWORK

Term 1 . 2013

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## **TERM DATES:**

Monday 4<sup>th</sup> February –  
Friday 19<sup>th</sup> April

## **THEN Contacts**

### Coordinator:

- Julia Dirks 824 6021

### Treasurer:

- Heather Taylor 859 0303

### Membership:

- Sallyanne Visser 843 4225

### Activities:

- Denise Styles 873 7756

### Playcentre:

- Christine Cave 839 5513

### Telescope:

- Marietta Smith 849 9491

### Microscope:

- Lori Silsbee 855 0110

### Library:

- Sarah Walsh 850 8545

### MOE Liaisons

- Sheena Harris

- Meredith Connolly

*I hope this newsletter finds everyone well, happy and excited, looking forward to a new year of home educating, unschooling, or free range learning.*

*This term we have some more experienced home educators introducing themselves. These ladies have been involved in THEN for quite a while and even though in some cases they have finished homeschooling, we are blessed to have them still involved and there to offer advice and support.*

*We had a great discussion going on the Yahoo group about Math recently so we have a couple of different articles and views on that subject.*

*There are a few new things that we hope to get up and running this year. For one, an information evening for people interesting in finding out more about homeschooling, and we also have someone interested in holding a home school dance/ball towards the end of the year. I must brush off my dancing shoes!*

*As in any organisation we are always after new volunteers. Some people end up taking on more than one or even two roles and sometimes people move or they “hang up their homeschooling shoes” as their children finish. Please offer your services in some way to your group this year, even if it is simply to attend at least one THEN meeting. Oh and don't forget to put that very important forthcoming AGM in your diary!*

*Happy home educating, Lisa Piggott (Editor)*

**THEN AGM**  
**Monday 18th**  
**February – 7.30PM**  
**Parents Place**

**The Home Educators Network**  
[www.thehomeeducatorsnetwork.org.nz](http://www.thehomeeducatorsnetwork.org.nz)  
P.O. Box 275, Hamilton  
Email inquiries to [thenmail@gmail.com](mailto:thenmail@gmail.com)



## Library News

The library has been successfully shifted to Patterson St. Play centre. I would really like to thank Sheena's family for all the effort and time they put into this. Thank you for all the lifting with that heavy cabinet. Thanks to Sarah Walsh as well for all the help with organizing the library back at the Play centre. Having the library relocated to this new location will allow THEN members to have a HUGE increase in availability to the library books and DVD collection. Thanks to Heather Taylor, who put every single book into a computer system, and to Bruce Rhodes who donated a laptop, loaning and returning books is a simple process. Thank you to Sarah Walsh, President of the Play Centre, who has facilitated the move and is providing ongoing access to the library and to the whole committee who have allowed us to use their space. Sheena, who has acted as a librarian and contributed to it for the last two years, commented that she was happy to step down of this responsibility. However she is just as active as before with other THEN responsibilities. In my case, our family is expecting a new member in early April, and unfortunately with my kid's activities we are not able to attend the Play centre sessions. Therefore I am sad to let go the responsibility of librarian to Sarah, knowing that for the moment she has the job on her own. **So there is room for a volunteer(s) to help around with the library (anyone??) and I am happily available to help anyone learn how the system works.**

So the great news is that the library opening hours will be: EVERY **Thursday** afternoon at Family day. On top of this Sarah will also be at the play centre on **Monday** and **Wednesday** mornings if people would like to access the library (although if you intend to go please contact Sarah first through her email: famous\_fivenz@yahoo.co.nz or phone her on 07 850 8545 to double check that she will be there and none of her children are unwell).

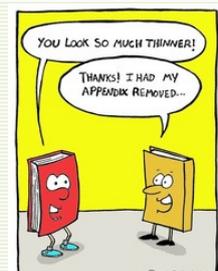
So there are no excuses not to use the superb resources available at the THEN library now. Go and have a look or browse the catalogue available on THEN's website and remember: we do not have overdue charges.

Let's end up with a happy note:

What building has the most stories?  
The library of course!

Why didn't the thief burgle the library?  
Because he was afraid the judge would give him a long sentence.

What did one book say to the other one?  
I just wanted to see if we are on the same page.



## Oral Communication Assessments

These are like speech exams but are graded assessments run by Speech New Zealand designed to meet the needs of the school curriculum right across the school spectrum. So there are assessments for year 1 children that require the child to bring something they have made and talk to the assessor about it and then take part in a group poetry performance. Easy !

They get harder as they progress, so a year 8 student would be giving an informative talk on a topic they had researched , speak a poem aloud OR tell a story OR participate in a group drama; do a prepared reading and an impromptu social speech.

While a year 12/13 student gets to make a plea for a good cause OR do an impromptu talk, participate in a group drama OR evaluate a film, OR do a prepared speech; read aloud from an informative article related to their interests and then comment on it and finally do a role play.

There is something for everyone in these assessments. If you would like your child/children to be part of this programme please contact me. This year assessors will be in town in May, July and August. The children may enter exams individually or in small groups. It is best if the people in the group are all being assessed at the same level. So if you think this would be good for your child/children contact me and we will see what we can arrange. Better still talk to a friend and make up a group with your children and get started that way. Also it would take only 6 to 8 weeks to prepare students for the assessment so once they had done it that is it for the year and you have covered the "speech" part of the school curriculum.

If you are into to checking websites look on [www.speechnz.co.nz](http://www.speechnz.co.nz) or contact Margaret Evans, 07 843 5656, [mmaryt@hotmail.com](mailto:mmaryt@hotmail.com)

## THEN INFORMATION EVENING

Urgently require a group of volunteers to help with an information evening for new and interested homeschoolers in the Waikato area.

Please contact Sheena Harris even if you can only spare a few hours this year to help get this off the ground. Thank you.  
ph. 07 9811343  
e-mail: [sheenaharris.cm@btinternet.com](mailto:sheenaharris.cm@btinternet.com)

## HOMESCHOOL DANCE 2013



**HELP! VOLUNTEERS NEEDED TO HELP ARRANGE AND HOLD A HOMESCHOOL DANCE TOWARDS THE END OF 2013.**

**PLEASE EMAIL LAURETTE IF YOU CAN LEND A HAND IN ANY WAY AT ALL. ADVICE FROM ANYONE WHO HAS PREVIOUSLY ARRANGED A DANCE IS ALSO MOST WELCOME.**

**LAURETTE LONGMANN**

**EMAIL: [RETTEAMON@YAHOO.COM.AU](mailto:RETTEAMON@YAHOO.COM.AU)**

**THEN AGM**  
**Monday 18th February**  
**7.30PM**  
**Parents Place**

## INTRODUCING ...

**ME** - From Margaret Evans

Few people can get away with that like I can. ME is my initials. So I can write it with all honesty anytime I like. I sign my mail to my children ME, then I don't have the mum, Margaret or Nan decision to make.

Anyway Lisa asked me to write something about ME for the newsletter. I don't home educate my children. They're all too old for me to do that. But having spent 23 years home educating my six children, and facilitating their learning, I do have much to say about it, which is why things turn up in the newsletter titled "Keeping it Simple" every so often. Because educating children is a simple process of being in touch with yourself and your children and responding to the needs that arise while at the same time creating an environment in which learning is fostered and encouraged.

Note – I did not mention school or schooling. Learning and education are not synonyms for the word school. So when I grew a little wiser I did not homeschool my children. That would not have guaranteed that they would learn anything. But I did home educate my children in an environment that fostered and encouraged learning.

These days I live with my youngest son who is studying at Waikato – his first exposure to formal education as prescribed by society. I am studying for a BA at Waikato myself, and make ends meet by teaching spoken communication skills / speech and drama, working for Speech New Zealand and doing a few other bits such as teaching reading and art when asked.

Each week I spend several hours on the phone fielding phone calls from my children who love to talk to me. This is a spin off from home education; we actually enjoy each other's company. It's fun but time consuming, so when I can I take the portable phone into the garden and weed with my left hand while holding the phone to my ear with my right hand – guess what my left hand gardening glove wears out first. But then I am achieving two things at the same time – and I feel good when that happens.

The other thing I seem to do is give exemption advice. Sometimes people are sent to me by the ministry. Sometimes other home educators come to me. It takes time but it is a great opportunity to be of service to others. The secret with exemption advice is that anyone of you could do it if you were asked because you have got an exemption yourself. You know the process. You just need to be willing to help others and train yourself to see things as educational even when it's only a discussion of the merit of weetbix over muesli for breakfast. (That comes under health as it involves discussion about healthy eating.) The other thing I do with exemptions is that I try to discern what the child is passionate about and write the exemption to suit the child's passions. This helps with getting them on board with their education. Education has technical terminology and being able to take what someone has said and turn it into technical terminology which I call "educationese" is really helpful when writing exemptions. The technical terminology seems to go down well with the ministry.

So if you or anyone you know needs help with exemption advice, spoken communication skills, an art tutor, or a reading tutor just ask. I'll help if I can.



## INTRODUCING ...

Snippets of a home (un)schooling family

We are the Henry Family who finished home(un)schooling about five and a half years ago.

Five and a half years ago our youngest son 14 year old Oliver decided he wanted a job. He saw his two older sisters making money and although he had been delivering pamphlets and the Waikato times since he was 10, he realized that was not enough for his goals and dreams. Oliver was never interested in academics, only in board games, most sports and playing with other kids. So from little onwards we exposed him to all sorts of physical activities starting with Scottish dancing, snow skiing, rugby, tennis, basketball and cricket. Plus we attended the Homeschooling family day every week, organized a yearly homeschooling camp and just took part in or organised whatever was interesting for the kids. Today Oliver still plays cricket competitively and snow boards. As for board and also card games he was good. He beat me in 500 when he was four and Robert Kiyosaki's cash flow game adult version at five. I knew then whatever he puts his mind to he will be great at.

I believe to unschool you need faith and believe in your kids plus some great expectations. These do not need to be verbalized but role modelled. We also exposed our children to an education program that was put together by successful business people and we took them to seminars to learn about goal setting and personal development.

So five and a half years ago Oliver gets online and applies for a McDonalds job. I just want to make clear he had no formal education in reading and writing. We never made him read or write. We just role modelled, read to him and surrounded ourselves with books. Within a couple of days he gets an interview. I accompany him there just to observe. Two days later he has a job and the day after his 15th birthday he starts at McDonalds. On his birthday he sat his driver's license and we had a little old car that he could use to get to work ( we didn't want to get up at 4 or 5 in the morning to take him to work, I had done it for my oldest but was over it by the time Oliver started work). Again I trusted his ability to drive safely and in five and a half years he proved that he is a safe and conscientious driver. Within two weeks he went from working 20 hours a week to 60 hours a week. He worked out that if he did this kind of shift for at least five months he could buy himself the car that he really wanted to drive. So he did. By seventeen he was the youngest shift manager, he got on TV for the program "Just the Job". To get to that stage McDonalds paid for Oliver to be up skilled in reading and writing as he had to do quite a bit of study - and I didn't have to get grey hair and wrinkles to push him to do something he was not ready for.

I am convinced when children are keen on something they learn very quickly to get to their goals. Today Oliver is a manager of a McDonalds in Hamilton with goals of going overseas to join one of his sisters after his 21st birthday and we are super proud of him.

My advice is don't sweat the small stuff and most things are small and have lots of fun.

Cheers Siggie and family

### INTRODUCING ...

My name is Lara.

I am married to a wonderful husband.

I am a homeschooling mum of 2 great girls.

I am an internet junkie and spend hours surfing for the best/user-friendly educational sites to share.

Well, my girls are nearly 16 and 19 years now. We live in Glenview, Hamilton.

I took my youngest out of school when she was 6 years (due to ill health - caused by the negative socialisation at school). We 'fumbled' at first trying to see what would work (in the process found many things that didn't!!). We made a schedule - which has changed... and changed over the time.

After having her out for 2 years, I was able to 'look inside the box' (school system) from the outside and didn't like what I saw. I really felt the need to get my eldest out as well... I couldn't wait til the end of the year, as I felt an urgency, so at the end of term 3 ...I had two girls home - FREE!

We tried to find the best 'school' books to teach from for Language and Math (cos I felt you HAD to cover these subjects well through text books). I could see the girls enjoyed all the other things we did for science, history/geography, etc - trips, experiments, talks, self-motivated projects, etc - but the joy had gone out of math and language.

For 5 weeks, we had been visiting my Nana in hospital nearly everyday. Well, not only our schedule went out the window - but any text book learning. It gave me time to think about the purpose (or use) for some of the stuff they had been learning through their text books - cos, as you probably realise, it is like 'pushing water uphill' when the children don't enjoy what they are doing!

So we had decided to stop their Language Art and Math text books and start focusing on the things they enjoy more. For Language Arts - creative writing, penpals... maybe even look into poetry more (the less sterile stuff) and even writing to MPs and certain companies to give advice and opinions (goodness knows they need it). We didn't do all we set out to accomplish - but they enjoyed things more - and continued to learn...at a much faster pace.

We did pretty much the same with math. The internet has some awesome math games that can cover SO many areas. They also enjoyed the odd worksheet or math quiz along the way. They were not allowed to use calculators - so their brains were used a lot more, it took longer, but it helped them think for themselves.

The girls studied/researched any topic that took their fancy. These included fashion history, music, drama, forensics, investigation/crime solving, endangered animals, wood crafts, golf, history, etc

If they weren't 'doing' anything for a while, I would threaten "Mum, will find something for you to study" - needless to say they would stumble upon something very quickly ;)

My eldest has worked for 5 years voluntary in an Op shop once a fortnight, been an Avon rep (one of the youngest of the high-achievers club) for 2 years, sat NCEA level 1 English and this year will be doing a bridging course at Waikato Uni to further her interest in theatre.

My youngest, the quietest of the 2, has always felt anxious around others but has still managed to work in the Op shop once a fortnight (and thoroughly enjoying it), she has been teaching herself finger-picking on the guitar, helping with our home-based childcare, and experimenting with baking.

Our journey has had its twists and turns – but we have learned to enjoy and embrace each change, not to fight it.

### **Maths - keeping it simple from Margaret Evans**

There has been a great deal of discussion about maths and which text books to use lately. During the holidays I visited Barbara Smith in Palmerston North. We discussed maths education amongst other things and have over our years of home education come to the same conclusion that actually until a child is about 12 or 13 they do not need a maths text book. What they need is develop an understanding of numbers and a mastery of basic addition, subtraction, multiplication and division facts.

Maths is a language in itself. And like all languages to be mastered it needs to be learnt orally, that is by listening and repeating. The same way one learns to speak any language. So reciting addition tables and multiplication tables is of great value. One way of doing this is to make a wall chart of the particular table you want to learn and put it on the wall. Instead of having a timetabled slot for maths just go over the particular addition table (or multiplication table) between other activities, before meals, at the end of prayers, after meals, whenever you remember or have a few minutes spare; as long as you do it several times a day.

After two weeks of doing this you could review progress in several ways;

- during a one on one time with each child just ask them if they can tell you the table without you prompting them.
- do a quick out loud mental maths activity - you call out the beginning of the sum they call back the answer. When they have mastered this you can try changing the order and mixing the table up but still doing it out loud.
- if you want a written record of their mastery write up a the sums from the table on a page in a book or on a piece of paper and get them to write in the answers.
- when you move onto a new table review the tables that the children have previously mastered at least once a week.
- every so often when writing your review page add a few sums from an earlier table.

The written review activities are not appropriate for a non reader. However as maths is a language even very young children can do the out loud maths, chanting tables, without being able to read or recognize the written code. Have fun



## WHERE HAVE ALL THE NUMEBRS GONE - TEACHING MATHS THE FOUNDMATH WAY ... Meto Leach

We as educators understand the importance of teaching our kids to read. So we spend many hours on the couch reading their favourite picture books; and after many years of teaching sight words, phonics lessons, and kids reading aloud a transformation occurs.. they start to read for themselves, they read their first big book, they develop their own tastes and favourite authors- they are officially hooked on books.

However Maths is not viewed in the same light – it is a subject with little charisma and limited importance. And as a result we schedule a couple of sessions a week in the space “we’ll just get through it and then go onto better things”

Unlike reading where the love of reading is encouraged, we don’t aim to instill a love of numbers (Aside: Mathematically minded kids will learn Maths no matter how you teach but for the majority of kids they need to be guided- some may argue that this is by using Maths strategy but I don’t believe this is correct – refer to THEN posts). And how do you achieve this anyway!

If we are to teach Maths like reading we must teach the of parts of numbers ( c.f phonetics) and how they are combined to create other numbers (c.f words created by the combination of phonemes). But the common strategies used at elementary school are not the smallest parts of numbers. Here are some examples of the contrasting methodologies

Traditional Method	Foundational Approach
$7+7=14$ (number fact)	$7+3 = 10+4$ ( $7-3$ )= 14 (base 10 founding principle)
$126+135 =$ (arrange in columns, add columns and carry)	$100+100$ $[20+30] + [5+5+1]$
$3 \times 9 = 27$ (number fact memorised)	$3 \times 10 - 3 \times 1 = 30-3$
$7 \times 8 = 56$ Use other number facts to calculate if not known i.e. $7 \times 7 = 49 + 7$	$7 \times 8 = 7 \times 10 - 7 \times 2$
$33 \times 20$ (multiply ones, multiply 10’s, add together)	$33 \times 10 + 33 \times 10$ $330 + 330 = [300+300] + 30 + 30$
$33 \times 23$	$33 \times 10 + 33 \times 10 + 33 \times 3$ (see above)
<b>Characteristics</b> Calculations require number facts	<b>Characteristics</b> All calculations are based on single principle of adding to 10

Focus on answer Quick response Process focused Performed on paper	Focus on working Slow response Foundation oriented Performed mentally
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The FOUNDMATHS approach has very little writing in the first 18-24 months. Its purpose is to teach Maths understanding first and foremost. Expressing this in written form will come thereafter. We use an innovative teaching approach called verbal Maths

**What is VERBAL Maths (What you say) :** Verbal Maths is expressing Maths answers verbally - students are taught to **think aloud**

*Why is this important-* To teach or learn maths using foundational principles requires a language that communicates principles (NOT just the answer). This is initially achieved by encouraging verbal answers. Written forms are also used but in a format that encourages mental understanding

Note- Although verbal maths is inherently clumsy (can lack conciseness) kids are able to express complex Maths principles without prior knowledge of Maths nomenclature.

Here are some working examples to illustrate the teaching principle

Simple addition

$$5 + 2 =$$

One verbal responses might be

If  $5 + 2$  equals 7 then adding 1 more to the 1 (to make 2) means the answer is one more than 6 which is equal to 7.

AN incorrect reason would be  $5 + 2 = 7$  because  $4 + 3$  is 7- Why? There is no "obvious" link between the 2 statements –  $5 + 2 = 7$ ,  $4 + 3$  is 7. [The student may disagree saying that "you take 1 from the 3 (becomes 2) and give it to the 4 (to make 5). If this is expressed then the reasoning is correct.

Question:  $7+8=$

Possible correct responses

"because  $7+3$  equals 10 and if I take 3 away from 8 it leaves 5 so its  $10 +5$  makes ..."

"because  $8 +2$  equals 10 and if I take 2 away from 7 it leaves 5 so its  $10 +5$  makes ..."

All other responses are incorrect- these may include

- $7+8=15$  because that is what it equals- shows no understanding at all
- Because.. then the student counts from 7 to 15 using fingers (this shows little understanding of adding in 10's)
- If  $8+8= 16$  and if 1 is taken away from the 8 to get 7 we must get 15. [Why? All new numbers should be derived from the base 10 founding principle of adding to 10 and NOT from number FACTS- once again we need to remind ourselves on what we are trying to achieve- an understanding or an answer- read the summary and you'll understand why]

Question  $7-2 =$

Answer  $7-2 = 5$  because  $5+2 = 7$  This circular argument is simple to teach and expresses the NATURAL CONNECTIVITY of all numbers. With this understanding students will see the natural continuum of the

number system [and not view Maths as being unrelated topics- this is propagated by the mainstream pigeon whole approach to teaching]

Question  $12/3=$

Answer 12 divided by 3=4 because 3 lots or groups of 4 (or  $4+4+4$  or  $4+4+(2+2) = 12$ . Refer above].

Maths becomes FUN because it is INTERACTIVE (no paper or pen), and EASY- this can be implemented in the classroom as well.

SUMMARY-Here is the simplicity of FOUNDMATH- WE teach the principle of  $1 + 1 = 2$  and apply this principle verbally

- What's 1 cat plus 1 cat .. answer 2 cats
- What's 1 ball plus 1 ball... answer 2 balls
- What's 1 hundred + 1 hundred (kids with a knowledge of 1-10 and principle of addition)  
The first response might be "What's a hundred" My answer will be "Who cares what they are but there's 2 of them"
- What's 1 thousand+ 1 thousand
- What's 1 million + 1million
- What's 1 sixth + 1 sixth ... the answer is 2 sixths (beginnings of fractions)
- What's root five plus root five.. the answer is "2 of them" (beginnings of radicals)
- What's 1 y plus 1 y .. the answer is 2y (the beginnings of algebra)
- What's y squared + y squared ... the answer is 2y squared
- What's 1 big scary monster + 1 big scary monster (FUN for boys)

Note- Educators have traditionally used worksheets with pictures of balls, cats to reinforce this principle. However they are unable to fully explore this SIMPLE principle because mathematical terms can't be shown pictorially With a verbal Maths approach you can ask the question and expose kids to the expansiveness of the numeracy.. IT'S that SIMPLE

CONCLUSION: Reading has come full circle (from a focus on sight words back to phonics)- Maths needs to also return to its roots (forgive the pun)....back to numbers (and not strategies). Until it does the majority of NZ children will continue to struggle.

## WHEN CHOOSING A MATH CURRICULUM ... Lisa Piggott

If you are the type to use a math curriculum then here are some things you may wish to take into consideration when choosing one;

- What are your *realistic* goals for your child? It is no use purchasing a curriculum that doesn't fill those needs. In some cases you may be able to supplement the program with things that it might be missing. My eldest was obsessed by roman numerals so I had to organise a separate unit study as it didn't come up in her curricula for another couple of grades and she was dead impatient to learn it.

- Work out what kind of learning style your child has. I have an auditory learner, who at six looked at the blocks and then looked up at me incredulously and then said to me rather dispiritedly “I don’t have to use them do I? Can’t I just write the answers in the book?” and she did and it was fine. The younger kinaesthetic one has to be forcibly removed from the blocks and we have to watch the video a couple of times as she misses so much of it due to getting sidetracked by her building. She also does well in her math and builds some great towers!
- I think the most important thing to consider is YOU, the teacher. I used a fabulous math curriculum when I first started homeschooling but I neglected to realise how hands on it was going to be. It was a very heavily loaded package which I simply didn’t have the time for. The program we switched to is still very good but places less demand on me thus freeing up time to spend more on some living math and less time resenting the time it was taking up, when I could be working on other subjects or simply play.

I also have met a number of parents, especially women, who tell me that they don’t like math or are no good at it. Under no circumstances please ever let on to your child that this is the case. Remain enthusiastic and positive about it at all times; it will help your student develop a similar attitude.

Lastly, and I pinch a quote here from Maria Miller of Homeschool Math “**Remember; do NOT become a slave to the curriculum. The book is just a TOOL for teaching. Filling the book is not the purpose or goal of mathematics education. There are many other tools and ways to teach, too, such as games, explorations, projects - living math.**”



### **One-on One Reading Intervention sessions available**

Hi my name is Jan, I have been a teacher for fourteen years, teaching a wide range of ages and levels, I believe that all children have individual needs and over the years have discovered that not all children respond to some teaching methods, these children while bright in some areas of the curriculum, they may not have a grasp on the reading and writing processes. In 2007 I had the privilege of being asked by my Principal to train as a reading recovery teacher at a low decile school. I have been teaching the reading recovery programme for five and ½ years. During this time I have seen many students quickly grasp the strategies needed to become confident readers and writers.

At this point in my life I feel that I need a change, therefore I have decided to offer my services to a wider range of the community and continue my passion for teaching children with reading and writing difficulties, from my home in Grandview Heights, Hamilton. This would not of course be a reading recovery programme, but a programme suited to each students individual needs. This intervention programme will require a one hour lesson a week, for however long it is required. While most students will quickly reach the level appropriate for their age, some may need a little longer to master the strategies needed to become life- long readers.

This intervention programme will incorporate both reading and writing, as studies have shown that when incorporated together they are a powerful tool for accelerating the learning process.

The cost will be \$40 a week for 1 x 1 hour session. For more information, and to book a time please phone me on 07 8465567 There are a small number of places still available for term 1.

### **Cake Decorating Course**

I will again offer a 4 week course in cake decorating for beginners (ages 10 and up). This will start Tuesday 5th February from 2pm until 3pm. If you are interested please email me. Janallan.clark@slingshot.co.nz

This course will cost \$80 (all ingredients needed are included in this price) numbers are limited so be in quick. The course will include cake decorating techniques, beginning with how to pipe icing using a piping bag. We will create something special for Valentine's Day and finish with how to ice and decorate a small cake.

### **LARA'S LINKS AND LEARNINGS...**

Homework Fun and Help Sites:

Encyclopedia.com has encyclopedias, dictionaries, and thesauruses with  
<http://www.encyclopedia.com/>

Kids Search: a variety of search engines for kids  
<http://ivyjoy.com/rayne/kidssearch.html>

Ask Jeeves for Kids: kids to ask a question in plain English, and takes them to one (and only one) Web site for the answer  
<http://www.askkids.com/>

Kids Spell: Great spelling lists and games  
<http://www.kidspell.com/>

Collins Dictionary – online  
<http://www.collinsdictionary.com/>

Ask Oxford: provides assistance with English grammar, spelling, usage, and writing. You can search a dictionary of words, names or quotations. There are also crosswords and word puzzles  
<http://www.askoxford.com/?view=uk>

Show & Know: hand-picked homeschooling resources from around the Internet. You can watch videos, read text, listen to music  
<http://www.ShowAndKnow.com>

Lesson Sense: crafts, lessons and worksheets  
<http://www.lessonsense.com/themes/>

Better Lesson Browse a wide array of documents, presentations, full lessons — even complete units and courses.  
<http://betterlesson.com/>

Community Learning Network: lesson plans and themes on a myriad of topics.

[http://www.cln.org/themes\\_index.html](http://www.cln.org/themes_index.html) (some dead links but worth checking)

Education Place: Language arts, math, social studies, science, and art

<http://www.eduplace.com/activity/>

Kid Explorers: Free lesson plans, games, mazes, stories, dinosaurs, colouring, answers, etc.  
Monthly games, questions and colouring. Video clips and sounds of the rain forest

<http://christiananswers.net/kids/home.html>

Lesson Pathways: K-5 curriculum and teaching resources

<http://www.lessonpathways.com/>

Lesson Snips multi-subject lessons and worksheets for teachers in downloadable and printable pdfs.

Free reg

<http://www.lessonsnips.com/>

Quickies Quick lesson plans to go.

Fun activities

<http://www.pedagonet.com/quickies/quickies.html>

Scholastics: Lesson Plans and Reproducibles

<http://www.scholastic.com/teachers/lesson-plans/free-lesson-plans>

Teaching Pets Teaching resources, ideas and lessons for primary children

<http://www.teachingpets.co.uk/>

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**Rocks and Minerals Scavenger Hunt** - Find something that matches each description around your house or outdoors.

1. Find something with a diameter of less than one inch.
2. Find something that has a depth of less than four inches.
3. Find something that has a circumference of less than 4 inches.
4. Find something a geologist might study.
5. Find something that would be classified as a rock.
6. Find something that would be classified as a mineral.
7. Find something that would be classified as a crystal.
8. Find something that could evaporate.

**Plant Scavenger Hunt** = Either collect the objects or take pictures.

1. Find something that anchors the plant into the ground.
2. Find something from a coniferous tree.
3. Find something from a deciduous tree.
4. Find something that carries water and minerals from the roots to the other parts of the plant.
5. Find something that has veins.
6. Find something that will grow into another plant.
7. Find something that protects a seed.
8. Find something that contains pollen.

[www.scavengerhuntsforkids.com](http://www.scavengerhuntsforkids.com)

