The Biblical Classical Homeschool Experience™

Teaching Methods

EXPANDED (C)

The Biblical Classical Approach

Lesson Planning: Phase 3

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Lesson Planning: Phase 3

Expanded (C)

In this lesson, you're going to see how using the previous lesson planning pages and the advanced lesson planning pages bring it all together to help you plan.

Feeling Stuck:

If you ever feel stuck when it comes to lesson planning, remember to do the next thing. Elizabeth Elliot shared about an old poem that is apparently carved in an old English parsonage titled, DOE The Next THYNGE and I think it may be an encouragement to you when you hit a roadblock. Hyperlinked

> DOE The Next THYNGE
>
> "Do it immediately, do it with prayer, do it reliantly, casting all care. Do it with reverence, tracing His hand who placed it before thee with earnest command. Stayed on omnipotence, safe 'neath His wing, leave all resultings, do the next thing." That is a wonderfully saving truth. Just do the next thing."

It's important to note a few things when it comes to lesson planning:

1. Prayer should undergird it. This means a couple of things: 1. Ask God to help you see His Sovereignty, Providential Hand, the individual's response to Him, the internal to external, and the cause to effect; 2. Ask Him to help you communicate clearly and to provide resources for you; 3. If He doesn't give a specific direction to go in, ask Him to direct you *through* what you decide to teach.

2. Pray and ask God to help you see how you can address positive and negative character issues through the lessons you teach and for Him to open your child's hearts and eyes to the changes he/she needs (repent... change mindsets) and sin to confess and ask God and others for forgiveness (when necessary).

3. You have liberty to decide when you want to teach on a certain topic--and they may be as simple as using a curriculum for a spine or following pre-made overviews by FACE.

4. You're at liberty to cast aside any legalism. Nothing is meant to be legalistic!!! Be flexible with what you incorporate, how often, and when. But do utilize the timeline for each lesson (context).

5. Any pre-formatted curriculum or overviews or guides are mean to be tools to serve you--if you want to use them. You're not meant to be enslaved to any of them.

6. Sometimes, God may redirect your steps. Embrace the truth in Proverbs Proverbs 3:5-6, "Trust in the Lord with all your heart, and do not lean on your own understanding. In all your ways acknowledge him, and he will make straight your paths." (ESV)

Lesson Planning: Phase 3

Expanded (C)

Other things that are important to remember:

1. You're going to have different seasons. Sometimes, you may need to plan super light lessons and that's okay. Other times you may have the time to plan deeper lessons, and that's okay, too.

2. Remember that Ben Gilmore taught me that if we're wise we will teach with all of the Three Wisdoms. BUT, I'm going to tack onto that counsel that if zero, one, or only two of the Three Wisdoms come to mind, don't stress about it. I believe that God gives us what we need when we need it or when our children need it. That being said, maybe talking it over with your spouse will help you to figure it out.

3. And that leads me into the reminder that you don't have to go at lesson planning alone! Lean on your souse for some support. Also, remember that you have community in the Master Minds membership where you can toss around ideas, ask for insight, and use each other as a sounding board.

4. Ask the Lord to show you things that He wants to teach you through His creation.

5. Relax and enjoy it! Embrace and enjoy this time with your children for all it's worth!

The following pages are not assignments for this membership because you graduates of it! However, they are a planning packet to help you with your homeschool. I pray they bless your efforts!

Lesson Planning: Phase 3

Expanded (C)

Before you enter the planning stage, remember:

1. You are *not* a school establishment and you are *not* a whole team of teachers. Don't put that heavy yoke on your lil' ol' self.
2. You are *not* trying *nor do you have to try* to replicate the Prussian model of school that gov't and private schools model after. Spare yourself that agony!
3. You don't have to have all of your lessons as "formal" lessons.
4. You have the blessing of integrating life and learning throughout the whole *day* like Deuteronomy 6 lays out for you.
5. You *don't* have to try to "do it all". . . "all of the time."
6. You are *free* to teach unit studies. Be sure to honor the individuality of each subject in your unit studies.
7. You *have liberty* to teach certain subjects by quarter or by half-a-year.

Lesson Planning: Phase 3

Expanded (C)

Lighten Your Load

I can utilize the following Biblical Classical Approach resources:

Pilgrim Institute:

Early Elementary and Elementary American History:

- Mighty Works of God: Self-Government
- Mighty Works of God: Liberty and Justice for All
- Mighty Works of God: Diving Providence
- Mighty Works of God: Self-Government with Union

High School:

- Rudiments of American History (1-year online)

Aerosouth:

Aerosouth Shop and Engineering (**High School**)

Chrysalis International (AMO Program):

Early Elementary and Elementary Bible:

- Genesis: Unit 1
- Genesis: Unit 2
- The Book of Exodus
- The Book of Joshua
- The Book of Esther
- The Book of Proverbs
- The Book of Psalms
- The Gospel of John
- The Gospel of Luke
- Be My Witnesses

Early Elementary and Elementary Literature:

- Bach, the Boy from Thuringia
- Benjamin West and His Cat Grimalkin
- Carry On, Mr. Bowditch
- Charlotte's Web
- Hans Brinker
- Heidi
- Joel, a Boy of Galilee
- Little House in the Big Woods
- Pilgrim's Progress
- Pinocchio
- The Lion, the Witch and the Wardrobe

Lesson Planning: Phase 3

Expanded (C)

Lighten Your Load

I can utilize the following Biblical Classical Approach resources:

Philomath Foundation:

Equipping Adults to Teach:

- Law handout
- Law audio lecture
- Self-Evident Truth handout
- Self-Evident Truth audio lecture
- Rights handout
- Rights audio lecture
- Private Property handout
- Private Property audio lecture
- American Revolution handout
- American Revolution audio lecture Part 1
- American Revolution audio lecture Part 2
- George Washington handout
- George Washington audio lecture Part 1
- George Washington audio lecture Part 2
- Political Scripture handout
- Political Scripture audio lecture
- Breach handout
- Breach audio lecture

Aerosouth:

High School:

- Aerosouth Shop and Engineering

Lesson Planning: Phase 3

Expanded (C)

Lighten Your Load

I can utilize the following current and upcoming online Biblical Classical Approach courses:

Biblical Classical Community:

Art for the Family:

- Foundations: The Elements of Art, Bundle 1
- Foundations: The Elements of Art, Bundle 2
- The Science and Art of Geology, Bundle 1
- The Science and Art of Geology, Bundle 2

Civics: High School to Adult:

- Biblical Civics 101 by Bill Burtness
- Principles of American Government

Writing:

- Informative Writing Workshop (Grades 4-8) with Raquel Werk
- Narrative Writing Workshop (Ages 10-16) with Raquel Werk

Math:

- Fractions for Kids (Ages 10-16) with Raquel Werk

Adult (Parents/Teachers/Missionaries):

- Art is Discipleship
- Biblical Civics 101 with Bill Burtness
- Elementary Writing 1 with Raquel Werk
- Elementary Writing 2 with Raquel Werk
- First Steps to Inspired Teaching and Learning with Dr. Elizabeth Youmans
- Foundations: Pre-Reading and Reading with JanetSue Whetzel
- Principles of American Government with Heather Hall

Geography:

- Providential Geography with Heather Hall

Biblical Teaching Methods

Quick Helps

Congratulations on making through the membership!

Remember this from Module 7? There are many facets to how God teaches us through both Natural Law (God's Creation) and Revealed Law (the Holy Scriptures).

Let's take a look at some of those facets that you've been experiencing through these past 7 weeks:

- We begin with God (His sovereignty and Providence). We see this reflected in Genesis 1—"In the Beginning." This was demonstrated in Module 1 and Module 2.

- We learn about reaching the heart vs. just the intellect (Bible principles and God's Word as a whole forms convictions in the believer and convicts the sinner).

- We discover that we need to teach with both facts and Biblical principles in pursuit of Truth. This was covered in Module 3. Can you think of at least one parable (**story**) of Jesus' that taught with facts and principles to teach Truth?

- We include the hearing of God's Word/Principles in each of our lessons as covered in Module 3. Can you think of a passage of Scripture where God's Word is spoken and it impacts those who hear it?

- We use Natural Law—something that is concrete—to teach Spiritual Truths to our students. This was covered in Module 4.

- We use Revealed Law—to instruct in matters that Natural Law alone cannot teach us.

- We teach God's Principles of Liberty that bring internal freedom to the individual and nations with an outworking. So, we teach internal-to-external and cause-to-effect. We see this in Scripture where God tells us "if this, then that."

- We help our students to see that the counter principles of God's Principles of Liberty enslave mankind. Consider Adam and Eve in the Garden of Eden.

- We ask Reason and Relate questions and discuss them to help individuals to reason *from* Truth (also keeping context in mind).

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Principle Approach Lesson Planning

Subject: _____ Grade/Grade Range_____

Location on a Providential History timeline: _____

I want this topic to be taught over this many weeks: _____

I'm going to teach this topic: ○ 1 X Week ○ 2 X Week ○ 3 X Week ○ 4 X Week ○ 5 X Week

To get the ball rolling, I may do any one or several of the following ideas:

1.

Research the subject by reading your primary source. Highlight the vocabulary within the copy that you want to define for your subject.

2.

Research the general vocabulary of the subject for understanding, inspiration, words to research in the concordance.

3.

Wonder and ask questions.

Discover what you'd like for your students to remember and grasp as the heart of the lesson.

4.

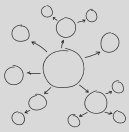
Be inspired by Natural Law. Consider how to use the concrete in God's Creation to teach the spiritual Truths you want your students to grasp.

5.

Meditate on Revealed Law (God's Word). Decide what you would like to teach in relation to what you are reading and pondering about.

6.

Ponder Biblical principles and how you would like to teach it within your subject or topic for your lesson.

7. 

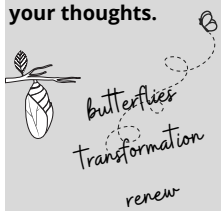
Use a mind map to help you organize your thoughts about what you want to teach and how to teach it.

8.

Consider and ponder the internal to external and the cause to effect of what you'll be teaching. Use a T-Chart to help you organize your thoughts.

9.

Doodle to process your thoughts.



10.

Decide on your subject--how broad or narrow will you have it?

11.

Decide on your topic/focus within your subject.

12.

Consider what's happening in your family, the church, or civil government.

Jot down ideas for ways to tie these events into your lessons.

I'm choosing to begin with:

_____

_____

_____

_____

_____

_____

_____

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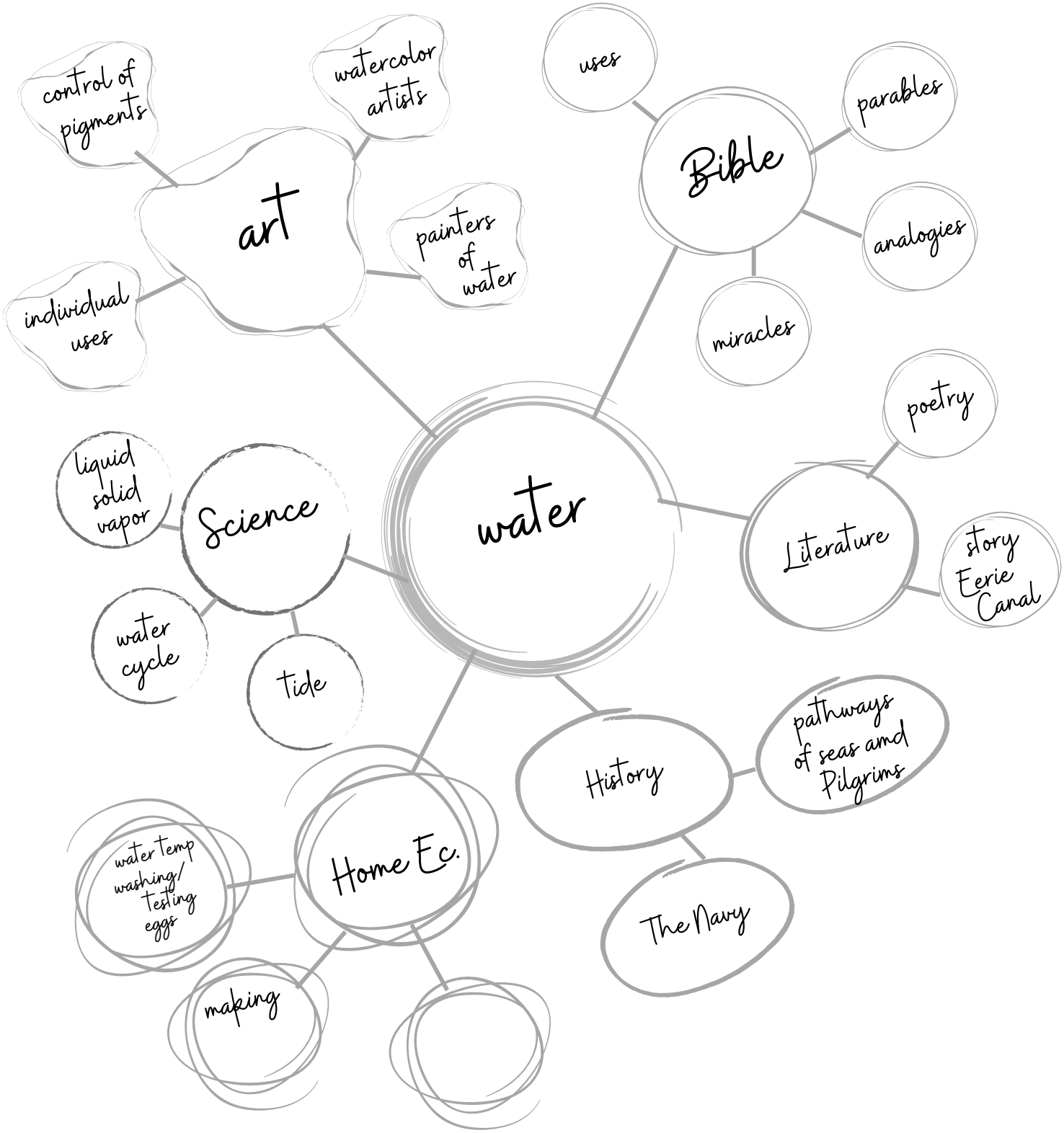
Sketching Out Your Lesson Plan Ideas

Example

Principle Approach Lesson Planning

Quick Helps

Remember this from Module 7, too? Using a mind map to help you formulate lesson plans is by is a fun and easy way to help get those juices flowing. this is great for creating unit studies!



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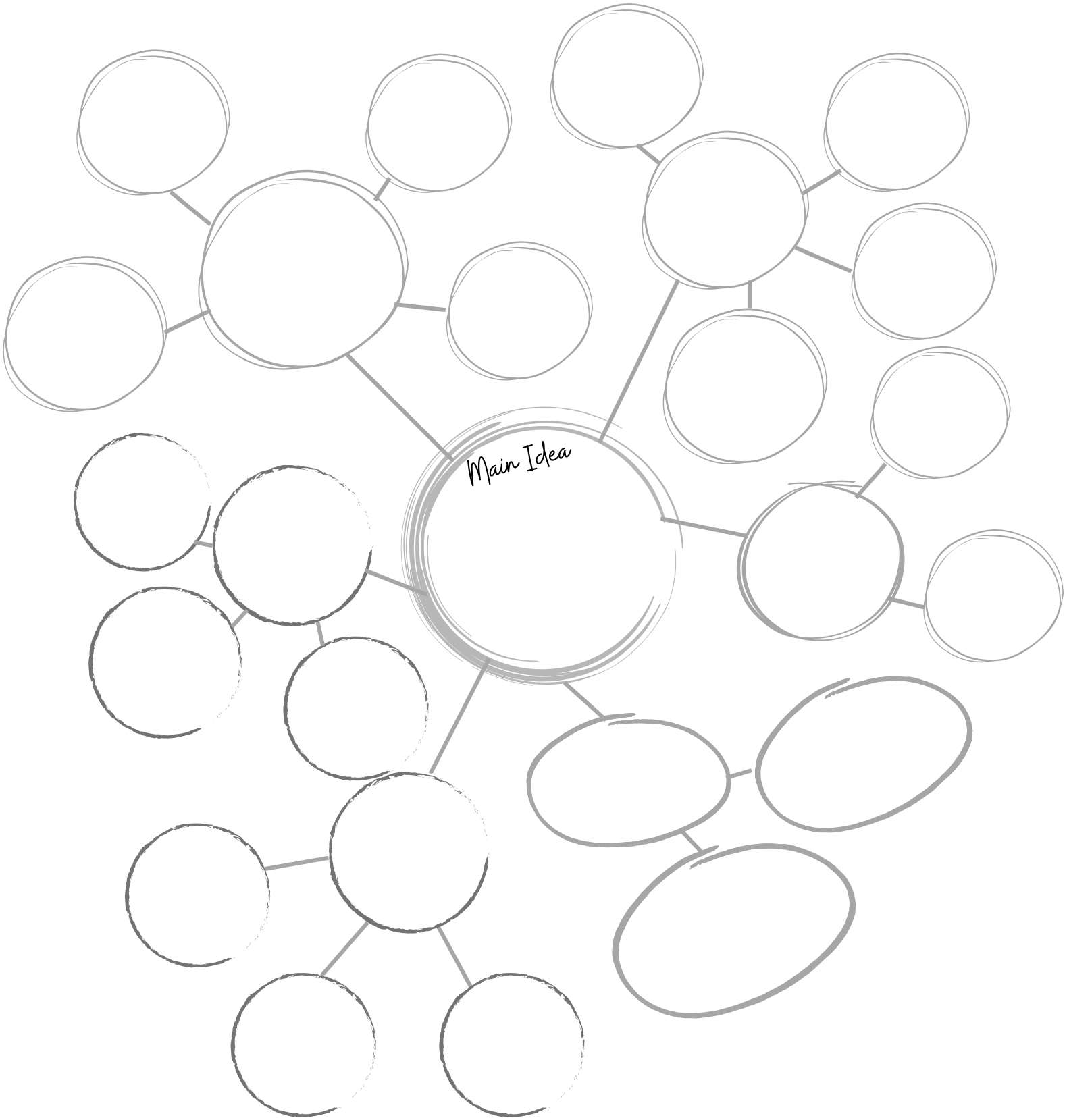
Principle Approach Lesson Planning

Quick Helps: Mind Map It



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Sequence Flow Chart Per Quarter: Subject Art

General ideas to help get the ball rolling.

Example

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Quarter 1

We're going to focus on the foundations of art:

-God's Sovereignty and Providence
-Natural Law
-Revealed Law
-The elements of art

Quarter 2

We're going to focus on the foundations of art.

-The elements of art (expanded)
-Color theory

Quarter 3

-God's purpose(s) for art in His Story

Quarter 4

-Visit some art museums
-create a portfolio
-student art show

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Sequence Flow Chart Per Quarter: Subject _____

General ideas to help get the ball rolling.

Quarter 1

Quarter 2

Quarter 4

Quarter 3

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Example

Biblical Classical Approach Lesson Planning

Concept/Definition Map to Help Me Plan a Direction

1. Topic/Theme

Water

2. Main Description from definition.

Water when pure, is colorless, destitute of taste and smell, ponderous, transparent, and in a very small degree compressible.

3. What It's Like (Pull from definitions).

Liquid

Solid

Gas

4. Examples

Liquid: 1. Fluid; flowing or capable of flowing; not fixed or solid.

Solid: 1. Hard; firm; compact; 2. Not hollow; full of matter; 3. Having all the gemetrical dimensions

Gas: In chimistry, a permanently elastic aeriform fluid, or a substance reduced to the state of an aeriform fluid by its permanent combination with caloric.

I have three distinct Truths/Principles here. I can turn each into individual lessons that I want my children to learn.

5. My sentences (could become my Leading Idea or perhaps even Biblical Principles for this lesson).

John 7:38 teaches us that when we believe in Jesus that rivers of living water will flow from our hearts.

Isaiah 1:18 teaches us that Jesus will make us clean as white as snow. Snowflakes are each unique and individual frozen shapes. He cleans us individually.

James 4:14 teaches us that our lives are like a vapor (gas) that exists, has its role, but it eventually vanishes. That's like our lives here on earth.

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Concept/Definition Map to Help Me Plan a Direction:

1. Topic/Theme

2. Main Description from definition.

3. What It's Like (Pull from definitions).

4. Examples

5. My sentences (could become my Leading Idea or perhaps even Biblical Principles for this lesson).

_____

_____

_____

_____

_____

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Biblical Classical Approach Lesson Planning

Subject: _____ Grade/Grade Range_____

Location on a Providential History timeline: _____

Reminder: I want this topic to be taught over this many weeks: _____

Reminder: I'm going to teach this topic: ○ 1 X Week ○ 2 X Week ○ 3 X Week ○ 4 X Week ○ 5 X Week

This is my outline for this topic:

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Biblical Classical Approach Basic Lesson Planning

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Biblical Classical Approach Lesson Planning

Rough Draft, Light Sketch, or Light Lesson

Start creating! Remember, this can be a rough draft or light sketch. It doesn't have to be the final plan.

Assignment 1: Create a basic lesson plan. Your topic is: *water*.

Subject: _____ **Grade(s):** _____

Primary Source/Document: _____ **Link on the Chain of Christianity®:** _____

Key Individual: _____ **Vocabulary:** _____

Key Institution: _____ _____

Key Event: _____ _____

Biblical Principle:_____

Leading Idea: _____

_____

Facts (resource/s for content): _____

_____

Content Discussion Points (in bullet points): _____

_____

_____

_____

_____

Teaching/Visual Aids: _____

_____

What I want my students to learn: _____

_____

_____

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Biblical Classical Approach Lesson Reflections

Subject: _____ Grade/Grade Range_____

Location on a Providential History timeline: _____

From This Lesson/Unit: My Response to Holy God

From This Lesson/Unit: My Child's Response to Holy God

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Biblical Classical Approach Advanced Lesson Planning

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Biblical Classical Approach Lesson Planning Advanced Plans

Subject: _____ Grade/Grade Range_____

Location on a Providential History timeline: _____

I want this topic to be taught over this many weeks: _____

I'm going to teach this topic: ○ 1 X Week ○ 2 X Week ○ 3 X Week ○ 4 X Week ○ 5 X Week

Don't force any of the three wisdoms. If they come to mind, they do. If not, maybe the will later or never will.

Heart/Character Focus (from prayer):

_____

_____

_____

_____

_____

_____

Biblical Principle(s):

_____

_____

_____

_____

_____

_____

Leading Idea/Hook:

_____

_____

_____

_____

_____

_____

Sophia (Big Picture):

_____

_____

_____

_____

_____

_____

Phronesis (Practical Wisdom):

_____

_____

_____

_____

_____

Sunesis (Mechanical Wisdom):

_____

_____

_____

_____

_____

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Biblical Classical Approach Lesson Planning

Subject: _____ Grade/Grade Range_____

Location on a Providential History timeline: _____

This is how I see God's Sovereignty and Providence in this topic/subject:

_____

_____

_____

This is how I see the power of the Gospel transforming individuals/nations. _____

_____

_____

The Challenge(s):

_____

_____

_____

_____

_____

_____

The Key Individual & His/Her Response to Holy God:

_____

_____

_____

_____

_____

_____

What are the internal to external and cause to effect that I'm focusing on for this topic/lesson?

Relate these to the Three Functions of Gov't

_____

_____

_____

How can I tie this and/or the application into a current life event (does anything fit into P.E.E.R.S.)?

This can help make it more relevant.

_____

_____

_____

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Biblical Classical Approach Lesson Planning

I'm using the following teaching method(s):

I'm using the following primary sources/literature:

I'm using the following **Reason and Relate** questions (**remember to not overwhelm your student(s) with too many questions per lesson**):

Simple or complex reasoning questions base on ability/age.

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I'm using the following **skill set** and/or **comprehension questions**:

We're defining the following vocabulary words using Webster's 1828 Dictionary:

What I want my students to learn/ take away/ internalize from this lesson:

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What aspects of the definition of ***education*** are tied into my lesson(s)?

What aspects of the definition of ***school*** are tied into my lesson(s)?

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Biblical Classical Approach Lesson Planning by Quarter

It's okay to take it a quarter at a time!

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Biblical Classical Approach Lesson Planning

Bible: Quarter Overview

History: Quarter Overview

Literature: Quarter Overview

Geography: Quarter Overview

Science: Quarter Overview

Art: Quarter Overview

Economics: Quarter Overview

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Biblical Classical Approach Lesson Planning

Civics: Quarter Overview

Writing: Quarter Overview

Spelling: Quarter Overview

Play (Physical Ed): Quarter Overview

Music: Quarter Overview

Foreign Language: Quarter Overview

Shop/Engineering: Quarter Overview

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Biblical Classical Approach Lesson Planning

Apologetics: Quarter Overview

Drama: Quarter Overview

Other_____: Quarter Overview

Other_____: Quarter Overview

Other_____: Quarter Overview

Other_____: Quarter Overview

Other_____: Quarter Overview

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Biblical Classical Approach Lesson Planning by Quarter

Let's work out those details!

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Biblical Classical Approach Lesson Planning: The Details

Subject: _____ Grade/Grade Range_____

Location on a Providential History timeline: _____

Reminder: I want this topic to be taught over this many weeks: _____

Reminder: I'm going to teach this topic: ○ 1 X Week ○ 2 X Week ○ 3 X Week ○ 4 X Week ○ 5 X Week

I'm going to teach this on this topic for: ○ 1 Quarter ○ 2 Quarters ○ 3 Quarters ○ 4 Quarters ○ Other

_____

I'm going to work in breaks for us: ○ Holidays ○ Between Quarters ○ Birthdays ○ Every 4 weeks ○ Randomly as needed

First Quarter Break Down (by week(s), by day(s), when to work in a break):

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Biblical Classical Approach Lesson Planning: The Details

First Quarter: We're going to use the following type of notebook pages for subject: _____

- ○ Concept/Definition Map
- ○ Word Map
- ○ Providential History Chart
- ○ Sequence Chain
- ○ KWL Chart
- ○ People Who Impacted History Chart
- ○ Venn Diagram
- ○ Outline
- ○ Cause and Effect Organizer
- ○ Note-taking
- ○ Illustrating
- ○ Drawing/ Sketch Notes
- ○ Mind Map
- ○ Story Map
- ○ Key Individual Chart

We're going to enhance our studies with the following (Teaching Methods Expanded (B)):

_____

_____

_____

_____

_____

_____

_____

Assignments:

- ○ notebook pages
- ○ music
- ○ classic literature study notebooking pages
- ○ essay
- ○ map work
- ○ memory work
- ○ book report
- ○ reading
- ○ map work

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Biblical Classical Approach Lesson Planning: The Details

Subject: _____ Grade/Grade Range_____

Location on a Providential History timeline: _____

Reminder: I want this topic to be taught over this many weeks: _____

Reminder: I'm going to teach this topic: ○ 1 X Week ○ 2 X Week ○ 3 X Week ○ 4 X Week ○ 5 X Week

I'm going to teach this on this topic for: ○ 1 Quarter ○ 2 Quarters ○ 3 Quarters ○ 4 Quarters ○ Other

_____

I'm going to work in breaks for us: ○ Holidays ○ Between Quarters ○ Birthdays ○ Every 4 weeks ○ Randomly as needed

Second Quarter Break Down (by week(s), by day(s), when to work in a break):

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Biblical Classical Approach Lesson Planning: The Details

Second Quarter: We're going to use the following type of notebook pages for subject _____

- ○ Concept/Definition Map
- ○ Word Map
- ○ Providential History Chart
- ○ Sequence Chain
- ○ KWL Chart
- ○ People Who Impacted History Chart
- ○ Venn Diagram
- ○ Outline
- ○ Cause and Effect Organizer
- ○ Note-taking
- ○ Illustrating
- ○ Drawing/ Sketch Notes
- ○ Mind Map
- ○ Story Map
- ○ Key Individual Chart

We're going to enhance our studies with the following (Teaching Methods Expanded (B)):

_____

_____

_____

_____

_____

_____

_____

Assignments:

- ○ notebook pages
- ○ music
- ○ classic literature study notebooking pages
- ○ essay
- ○ map work
- ○ memory work
- ○ book report
- ○ reading
- ○ map work

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Biblical Classical Approach Lesson Planning: The Details

Subject: _____ Grade/Grade Range_____

Location on a Providential History timeline: _____

Reminder: I want this topic to be taught over this many weeks: _____

Reminder: I'm going to teach this topic: ○ 1 X Week ○ 2 X Week ○ 3 X Week ○ 4 X Week ○ 5 X Week

I'm going to teach this on this topic for: ○ 1 Quarter ○ 2 Quarters ○ 3 Quarters ○ 4 Quarters ○ Other

_____

I'm going to work in breaks for us: ○ Holidays ○ Between Quarters ○ Birthdays ○ Every 4 weeks ○ Randomly as needed

Third Quarter Break Down (by week(s), by day(s), when to work in a break):

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Biblical Classical Approach Lesson Planning: The Details

Third Quarter: We're going to use the following type of notebook pages for subject _____

- ○ Concept/Definition Map
- ○ Word Map
- ○ Providential History Chart
- ○ Sequence Chain
- ○ KWL Chart
- ○ People Who Impacted History Chart
- ○ Venn Diagram
- ○ Outline
- ○ Cause and Effect Organizer
- ○ Note-taking
- ○ Illustrating
- ○ Drawing/ Sketch Notes
- ○ Mind Map
- ○ Story Map
- ○ Key Individual Chart

We're going to enhance our studies with the following (Teaching Methods Expanded (B)):

_____

_____

_____

_____

_____

_____

_____

Assignments:

- ○ notebook pages
- ○ music
- ○ classic literature study notebooking pages
- ○ essay
- ○ map work
- ○ memory work
- ○ book report
- ○ reading
- ○ map work

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Biblical Classical Approach Lesson Planning: The Details

Subject: _____ Grade/Grade Range_____

Location on a Providential History timeline: _____

Reminder: I want this topic to be taught over this many weeks: _____

Reminder: I'm going to teach this topic: ○ 1 X Week ○ 2 X Week ○ 3 X Week ○ 4 X Week ○ 5 X Week

I'm going to teach this on this topic for: ○ 1 Quarter ○ 2 Quarters ○ 3 Quarters ○ 4 Quarters ○ Other

_____

I'm going to work in breaks for us: ○ Holidays ○ Between Quarters ○ Birthdays ○ Every 4 weeks ○ Randomly as needed

Fourth Quarter Break Down (by week(s), by day(s), when to work in a break):

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Biblical Classical Approach Lesson Planning: The Details

Fourth Quarter: We're going to use the following type of notebook pages for subject _____

- ○ Concept/Definition Map
- ○ Word Map
- ○ Providential History Chart
- ○ Sequence Chain
- ○ KWL Chart
- ○ People Who Impacted History Chart
- ○ Venn Diagram
- ○ Outline
- ○ Cause and Effect Organizer
- ○ Note-taking
- ○ Illustrating
- ○ Drawing/ Sketch Notes
- ○ Mind Map
- ○ Story Map
- ○ Key Individual Chart

We're going to enhance our studies with the following (Teaching Methods Expanded (B)):

_____

_____

_____

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_____

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_____

Assignments:

- ○ notebook pages
- ○ music
- ○ classic literature study notebooking pages
- ○ essay
- ○ map work
- ○ memory work
- ○ book report
- ○ reading
- ○ map work

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