

My Story

TEACHING NOTES

Social studies is the study of people, and the *My Story* series is, at its heart, a God-focused social studies course. That means that central to the study is learning to love God and to love people more. This reflects the heart of Christ:

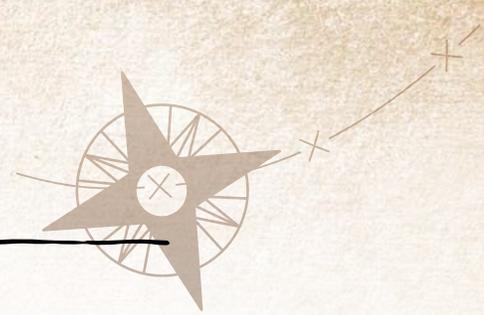
“And you shall love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength.’ The second (command) is this: ‘You shall love your neighbor as yourself.’ There is no other commandment greater than these.” – Jesus, in Mark 12:30-31(ESV)

Along the way, we determined to create a series that would feel more like a journey or a game to be explored. And in the exploration, the typical topics of social studies are definitely addressed, covering various cultures, various governments, and the experience of living in a different city or country.



Will students be learning about facts and figures, exploring history and culture, discovering new words and languages? Yes, to all this and more! Yet these books were not meant to look or feel like a typical social studies course. They were, however, designed to meet the various developmental needs of each child in a unique way. Some call these the eight areas of intelligence or eight learning styles.

EIGHT AREAS OF INTELLIGENCE



It can be very rewarding to capture your student's interest based on his or her particular learning style and then stretch him or her to develop skills in the other intelligences. God calls us at times to step out of our comfort zone. The more we follow Him and allow that discomfort to occur, the more He can use us. The following information is from *Elementary Anatomy* by Dr. Lainna Callentine:

The eight areas of intelligence are the following:

INTRAPERSONAL These are the people who are introspective. They tend to understand themselves well. They analyze their thoughts and feelings. They enjoy individual activities. They are "self wise."

VERBAL-LINGUISTIC These are the people who love to color the world through their words. They think in words. They learn best by writing, reading, and speaking. They are "word wise."

VISUAL-SPATIAL These are the people who think in shapes, colors, and images. They can see the spatial relations in things and know that things will fit just by playing with them in their minds. They are "picture wise."

MUSICAL These are the people who can pick up a tune naturally. They hear it once and instantly "get it." They are aware of rhythms and learn best with activities that involve music. They are "music wise."

BODY-KINESTHETIC These people have good physical awareness. They can bound on the playground from apparatus to apparatus like a billy goat scaling the side of a mountain. They are the ones who need to move, and they benefit best through hands-on discovery. They are "body wise."

INTERPERSONAL These people enjoy working in groups and playing on teams. They enjoy their experiences best with others. They are "people wise."

LOGICAL-MATH These people are rational intellectuals. They can see the abstract. They work best with numbers and patterns. They are "logic wise."

NATURALIST These people are acutely aware of the many patterns in nature. They learn best when activities involve animals, plants, and the outdoors. They are "nature wise."

THE *MY STORY* ELEMENTS

You will find the following teaching techniques used in the course, marked whether or not it is in *My Story 1*, *My Story 2*, or both, the reason behind why we chose to use these particular educational methods, and the focus area of intelligence that each element connects with. As always, teachers are free to adapt the studies to the abilities and skills of each student.

Activity time! (MY STORY 1 & 2)

WHAT: Some activities are included in the lesson and can be done that day, while others may suggest a trip to the library or making something for a snack, etc., at a later time. The teacher can use his or her discretion about whether an activity might or might not be done.

WHY: Activities can take us just outside or across town, but these times are meant to make the learning experience even more special, discovering new things and new people along the way. For a child who gets distracted or bored sitting, it can get him or her excited again about learning.

FOCUS AREA OF INTELLIGENCE: Body-kinesthetic; Interpersonal

Copywork time! (MY STORY 1 & 2)

WHAT: For those learning to write, this is an opportunity to learn to write and spell words mentioned in the lesson. Just once or twice is fine. It is meant to help with vocabulary skills.

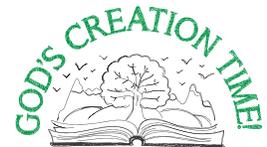
WHY: Copywork is meant to help with both cognitive and kinesthetic development. Writing out words or sentences helps one with his or her handwriting, grammar, memorization, and spelling. Let it be a vocabulary building activity.

FOCUS AREA OF INTELLIGENCE: Verbal-linguistic

WHAT: In level two, the focus is on country flags and what the symbols and colors mean. Students will study a country flag each week and then color the flag provided. Flag information is from the www.cia.gov site.

WHY: Artistic expression at any age creates an emotional connection to the learning experience. Just the simple act of coloring a flag can help one remember what the colors and patterns stand for.

FOCUS AREA OF INTELLIGENCE: Visual-spatial



WHAT: Students need through biblical passages that show God's wondrous creation of animals of every kind. God often used His creation to show us more about Him.

WHY: The focus is on what lessons they might teach us about Him and ourselves to help us live more wisely. It helps direct hearts to God's loving hand in His world.

FOCUS AREA OF INTELLIGENCE: Naturalist



WHAT: This once-a-week lesson follows Flag time. The type of government that is represented by the country's flag is briefly discussed.

WHY: Students are encouraged to take a moment for their 1 Timothy 2:1-2 prayer for leaders of that particular country. It's important in learning to love others that we make prayer for them a priority.

FOCUS AREA OF INTELLIGENCE: Logical-math

WHAT: From parents to firefighters to road construction workers and more, people in our communities do so much. This is a focus on the wonderful people all around us.

WHY: Students learn about all those who make our world better and to realize how God blesses us through them each day. This might also be a moment a child realizes how many ways they can impact the world as they grow.

FOCUS AREA OF INTELLIGENCE: Interpersonal

WHAT: Each lesson includes a word or phrase from a different language (Spanish in the first semester and French in the second semester). Find pronunciation helps online, including translate.google.com.

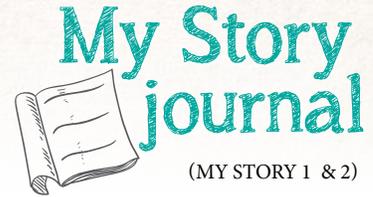
WHY: Children are at a prime developmental level for language learning at this age. The brain is most adaptive to language development up until the teen years.

FOCUS AREA OF INTELLIGENCE: Verbal-linguistic; Musical

WHAT: Each lesson includes a word or phrase from a different language (Italian in the first semester and Chinese in the second semester). Find pronunciation helps online, including translate.google.com.

WHY: Children are at a prime developmental level for language learning at this age. The brain is most adaptive to language development up until the teen years.

FOCUS AREA OF INTELLIGENCE: Verbal-linguistic; Musical



WHAT: At the end of each lesson is a *My Story* journal where students will help write their own life and history through the year. Weekly prompts give them information to log in their journals, including things from their birthdates to favorite foods and more.

WHY: This is a time of reflection and a way to remember what took place in this year. Feel free to add things not asked by the initial prompts and pictures as well to keep a record of this year of their precious lives. Teachers may help by being the student's scribe.

FOCUS AREA OF INTELLIGENCE: Intrapersonal



WHAT: Artistic expression at any age creates an emotional connection to the learning experience. Coloring is certainly a fun experience for some and provides an artistic way to learn.

WHY: Coloring for younger children can be seen as serving both a creative and an educational purpose. Just holding a crayon and learning to direct the movement helps improve general fine motor skills, but so many other skills are developed as well. Coloring helps with handwriting, hand-eye coordination, color recognition, and can even help relieve stress.

FOCUS AREA OF INTELLIGENCE: Visual-spatial



(MY STORY 1 & 2)

WHAT: Narration is a form of instruction where students talk or tell what they've learned in a lesson or respond to information they have learned and apply it to life situations. Talk time is often started with a question, either about the lesson or about a student's life experience.

WHY: Narration is basically a retelling of what one hears in order to help the listener develop a more attentive ear, as well as the ability to take something written or spoken and to put it into one's own words. This is something that can be developed in young children through spoken responses, and later through written answers or essays that show the student's growing ability to demonstrate his or her own thoughts in a more clear and concise way.

FOCUS AREA OF INTELLIGENCE: Verbal-linguistic



(MY STORY 2)

WHAT: Get some posterboard and colored cardstock and create a thankful tree, adding what you are thankful for each day on a leaf cut from colored card stock. At the end of the year, it will be filled with leaves.

WHY: When we have a thankful heart, we live in a deeper place of God's joy. This daily time of giving thanks is meant for the students to consider all the wonderful people and things around them they can be thankful for. Creating a heart of gratitude is like pouring water on a dry garden.

FOCUS AREA OF INTELLIGENCE: Intrapersonal

word collector

(MY STORY 1 & 2)

WHAT: At the end of each week, students are instructed to find the high-lighted yellow words for their Word Collector. They will go back over the week's pages and write those words on 3 x 5 cards. Their teachers will then help them either read the words or spell them if their teacher says them out loud.

WHY: This was always meant to be something fun, like a seek and find if a family chooses to do it. You can do them as a weekly search or a quarterly search, writing them on 3 x 5 cards or notepaper or just saying them. It helps introduce words to kids, and we tried to make sure you wouldn't have a duplicate word in the same semester.

FOCUS AREA OF INTELLIGENCE: Verbal-linguistic

WORD find time.

(MY STORY 1 & 2)

WHAT: Forward or down, let kids have fun finding the words hidden in the letters. You might have them say the letters as they circle them to help with remembering them. And if they can't find one, that's okay. The answers are in the back.

WHY: Word finds help kids with their word recognition. The linear nature of words, though very obvious for adults, is not always so easy for kids who are often just learning the order of letters and the patterns letters make when they form words. So you can learn spelling in a way that is fun and challenging.

FOCUS AREA OF INTELLIGENCE: Verbal-linguistic

ASSESSMENT TIMES

Review time!

(MY STORY 1 & 2)

Every Friday becomes a week in review, looking back over what was learned with a focus on the Quest Word Collector Words.

Quest in Review Time!

(MY STORY 1 & 2)

On the last Friday of every 9-week quest, the week in review becomes a quest in review time! These reviews and answers are in the back of the book and cover factual things they discovered through the quest.

Language Time Review!

(MY STORY 1)

At the end of each semester, students are prompted to gather up all their language words (semester one is Spanish and semester two is French). A teacher can help quiz them on the meaning of their new found words!

Language Time Review!

(MY STORY 2)

At the end of each semester, students are prompted to gather up all their language words (semester one is Italian and semester two is Chinese). A teacher can help quiz them on the meaning of their new-found words!

Quest Collector Card!

(MY STORY 1 & 2)

Each Quest Collector Card has clue questions to keep students alert to what they're learning. It may be looking for the name of the tallest waterfall in South America or the name of the longest river in the world. The answers and where they are located are found in the back of the book. Make sure to read these before the quest begins. Tear out each card as you begin a new quest.

ONE LAST WORD ON YOUR STORY

My Story is a lower elementary social studies series that introduces students to history, politics, sociology, economics, and geography, while providing an understanding of God's world and the cultures of people in different countries. Let it be a means to teach more than facts and figures. Let it be a way for children to learn to love God more deeply and to better love their neighbors all around the world He has made.

