



# WEST BROOKE CURRICULUM GRADE 5

JW Edition

## GRADE 5

Teaching Textbooks 5 Schedule

Use with West Brooke Curriculum Level 5 Science

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SAMPLE

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## **Welcome to West Brooke Curriculum**

I felt like there was a need for a curriculum written for children of Jehovah's Witnesses using some of our excellent materials that Jehovah has provided. I have homeschooled my children for 17 years and have used a variety of curriculums. I always tell myself that we should use what we already have available to a greater degree, but let's face it, that takes a lot of planning. So, in trying to attempt this I thought it would work best if daily/weekly instructions were written out ahead of time. In my experience when I have a manual/guide I feel better and feel less stress. The year is laid out, I can get the books I need and not have to scrounge up a lesson. I hope this will be a help to other parents out there who are having a tough time putting it all together.

### **Spelling**

There are several Spelling programs out there that work well. Students need to do one lesson per week with a written or oral test at the end of the week. You can give an oral Pre-test at the beginning of the week to determine the words your student knows, and which ones he will need to work with more.

### **Bible**

Bible schedule to coincide with our new *Christian Life and Ministry Meeting Workbook*  
Reading from current magazines or online content  
Note: After Bible discussions, we did PE for 30 minutes.

### **Science**

Use West Brooke Curriculum Level 5 Science Guide and books.

### **Language Arts**

A list is provided to pick from, choose a least 6 to 12 books per school year. It would be nice to schedule them all but I know that some do not like to read, and I hope we fix that; others have learning disabilities and so not everyone can handle reading a lot of books. All books suggested have been read either by all of us, or at least the kids. I will recommend books that my kids really enjoyed, and I hope that yours will, too. Narration is a Charlotte Mason method of reading comprehension. Basically just get your kids to tell you what is going on in the story, their version of it. This goes for ones they are reading on their own as well as ones you are reading out loud.

Reading aloud to your kids is a great way to bond with them. I suggest that you choose a couple of books to read aloud to them for the year. We have a great time when we do this. It develops reading comprehension better than any workbook ever dreamed of. It increases reading ability, vocabulary, and future writing abilities. This is especially important if you have students with any learning disabilities or are reluctant readers. Even Dads will enjoy this when you read out loud. This is great for trips, and who knows, maybe Dad will enjoy helping with this part of homeschooling. It can be a family event!

Literature study will be covered by 3 books: Sign of the Beaver, Caddie Woodlawn, and Lassie Come Home. Vocabulary, discussion, and writing will be covered.

## Writing

Writing will be a variety. *HMH Writing Grade 5 Workbook* will be used to sound down proper writing techniques. Some pages from this workbook will not be scheduled and you can use them for extra review if your student needs the extra help. Picture Study will be included this year.

*Writing Grade 5 Workbook* covers some grammar in relation to writing sentences; our main objective in Grade 5 however is to get to proper writing techniques for paragraphs as well as writing forms. Therefore, not all pages will be scheduled. Before you begin this workbook take a look in the back of the workbook; here you will find Blackline Masters that can be used throughout the year to help the student to write.

### Outline for writing Book Reports:

#### The Book Details

List the name of the book and who wrote it. Why did you choose this book? Did the title sound interesting or was it about something that you like? Describe what made you decide on this book.

#### The Setting

Where did the story take place? Was it in a city or on a farm? Was it a made-up place or somewhere in outer space? Give a good description of the place with as much detail as possible.

#### The Characters

Who was the story about? Was there just one main character or were there a few? When you write about the characters, include their names and what they look like.

#### The Story

What happened in the book? Was there a problem the characters were trying to solve? Were the characters on some sort of an adventure? Describe what happened in the beginning, the middle and the end of the book.

#### Your Thoughts

Did you like the book? Write a little bit about why you liked or didn't like the book. Talk about how the book made you feel – happy, sad, excited. Would you tell your friends to read this book?

When you're finished writing the report, read it over carefully to make sure everything is spelled correctly. You can ask a grown-up to help look for spelling mistakes, too.

## Art

For the students who wish to learn proper techniques in drawing, I recommend *How to Draw Cool Stuff: A Drawing Guide for Teachers and Students* by Catherine Homes. You will not be able to complete this book within one year. It will make a great reference book for many years to come for children and adults alike. My suggestion is to try to cover the first 3 chapters for the year. Then throughout the year you can pick and choose some of the lessons to do for fun.

## **Schedule**

Here are some suggestions for scheduling:

The grid schedule works from the top down, if using this for more than one child make a copy of just the grid schedule for your portfolio; put the date of the day at the top and work in order down the page.

The schedule for West Brooke Curriculum is basically 4 days per week with one school day set aside for the ministry. This schedule has worked well for us for a long time and keeps the student as well as the teacher from burning out. Our service day is set on a Wednesday, which gives a nice mid-week break, however it can be any day of the week that works for you. The students will still be learning on these days, they will be more socially rounded, they will be learning public speaking, and will be better accomplished at using their Bibles. It is especially good if they work with a variety of friends to round out their education. In the afternoons after service they can work on art, music, reading, working ahead or catching up in math or another subject they need to work on. They could also take an elective class on this day. Or you could just use it as a make-up day, if you got behind. But generally, I do not schedule any school on this day, they still practice their music on this day, do reading, and other hands-on projects they are personally working on.

Yearly schedule: unless you are in a state with strict attendance rules, you should be able to be more flexible with your schedule. Here in Florida we have to turn in an evaluation once per year. This gives us an entire 12 months to complete assignments or even to move ahead into the next grade. We school year-round. This may not be doable for some families, but it works for us. This gives us more opportunities to take breaks in the spring and fall, have a lighter schedule when we auxiliary pioneer, take the week off for the Circuit Overseer's visit, and the Regional Convention, etc. Field trips, camping trips, or vacations can then come at any time without fear of falling behind. The public school schedule tends to put one under extra stress to accomplish a certain amount within a certain time frame. If you are in it for the long haul, being more flexible will help you to stick to it.

Another option for those who can't quite get through a day's work in a day: Follow the schedule in order checking off each assignment as you complete it. On the following day start where you left off and continue on into the next day as far as you can get. Continue in this method until you get through the school year. Remember you have 12 months to get through it all.

## **Using the Manual**

The manual comes as a PDF download or in print, so you can go green if you want and use it just on your computer. The first page of the week is a grid schedule and the next page(s) are notes for that week. There are links within the manual, so you will need to keep a copy on the computer for this even if you print it. You should make a backup for the manual as well. One year we went through 3 computers- you don't want to lose it.

If you want to print this manual, you can print one week at a time to give to your child, or you can print it up for the year.

This manual is a guide only- you are in control, hopefully it gives you lots of ideas and resources, feel free to adjust this for your family.

## **Booklist for 5<sup>th</sup> Grade**

### **Textbooks**

#### **Math:**

Teaching Textbooks 5

### **Language Arts**

*Easy Grammar Grade 5*

*Reproducible Teacher* edition contains worksheets/explanation pages & answers

*Student Workbook* contains worksheets/explanation pages

Spelling Workout level E (or other level if needed) {or other Spelling program}

HMH *Writing Grade 5 Workbook*

D'Nealian Grade 5 Handwriting - optional

*Sign of the Beaver* by Elizabeth George Speare

*Caddie Woodlawn* by Carol Ryrie Brink

*Lassie Come Home* Literature set

*Wild Animals I Have Known* by Earnest Thompson Seton

Poetry books you can use for the year:

*Random House Book of Poetry* by Prelutsky

*Favorite Poems Old and New* by Helen Farris

Books by Shel Silverstein

*Core Skills Test Preparation workbook for grade 5 (optional)*—if you choose to use this workbook, if you plan to use it for the entire year (125 pages for 36 weeks is 3-4 pages per week); if you plan to complete it in the second semester: (125 Pages for 18 weeks is 7 pages per week).

### **History /Geography**

*Children's Encyclopedia of American History* by David C. King DK book 2003 edition or 2014 revised and updated edition (this 2016 edition of the manual has been updated to the 2014 revised & updated edition)

*States & Capitals Student Study Guide & Teacher Guide*

*Don't Know Much about the 50 States* by K. Davis

*Jesus The Way, The Truth, The Life* by the Watchtower Bible and Tract Society

Optional resources:

*Five-State Rummy* card game by School Zone

*States and Capitals* flash cards by School Zone or any company

**Science** – See *WBC Level 5 Science Guide and books*.

**Reading- Choose at least 6-12 novels for the year. I encourage LOTS of historical Fiction reading this year, this is how you will really get a base for American History that will stay with you. Parents: This is still a good year to choose a few good books to read aloud to your student(s)**

*Lassie Come Home* by Eric Knight (literature set with guides)  
*Extreme Adventures* (series) by Justin D'Ath  
*Pet Vet* (series) by Darrel & Sally Odgers  
*EJ12 Girl Hero* (series) by Susannah McFarlane  
*Zero G* by Dan Wells  
*Ungifted* by Gordon Korman  
*Ben and Me* by Robert Lawson HF  
*Little house on the Prairie* by Wilder HF (series)  
*Little Town on the Prairie* by Wilder HF  
*Farmer Boy* by Wilder HF  
*Carry On Mr. Bowditch* by Jean Lee Latham HF RA  
*Moccasin Trail* by Eloise Jarvis McGraw HF  
*The Great Wheel* by Robert Lawson  
*Bound for Oregon* Leeuwen HF  
*Forty Acres and Maybe a Mule* Robinet HF  
*By the Great Hornspoon* by Sid Fleischman HF  
<http://www.edhelperclipart.com/clipart/books/BYTHEGREATHORNSPOON.pdf>  
*The Matchlock Gun* Edmonds HF  
*Childhood of Famous Americans* (series)HF  
*The Adventures of Young Buffalo Bill* E. Cody Kimmel (series) HF  
*Strawberry Girl* Lois Lenski HF  
*Caddie Woodlawn* Carol Brink HF  
*The courage of Sarah Noble* Alice Dalgliesh HF  
*Lassie Come Home* by Eric Knight  
*Heidi* by Johanna Spyri translated by Eileen Hall  
*Dear America* books HF (written like diaries from boys and girls; many to choose from)  
*Miracles on Maple Hill* by Sorensen HF (this does have some Christmas in it)  
*From the Mixed up Files of Mrs. Basil E Frankweiler* by EL Konigsburg  
And more .....



**List of Abbreviations used in this manual:**

RA- Read Aloud suggestion- by the Home Teacher to the student

WT- *Watchtower magazine*

TT5- Teaching Textbooks 5

\*see note page

mtg= meeting

HF- Historical Fiction

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Internet websites: this manual will reference websites on the internet. I am not affiliated with any of them and not responsible to changes to the page or for removal of pages. Please check the links before allowing children to do so. If one is broken, use a search engine to find something similar.

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<http://westbrookecurriculum.com/>

Not affiliated with The Watchtower Bible and Tract Society.

Week 1	Date:	Date:	Date:	Date:	Date:
Bible	<input type="checkbox"/> Treasures from God’s Word <input type="checkbox"/> Apply Yourself to the Field Ministry <input type="checkbox"/> Living as Christians <input type="checkbox"/> Reading from the current magazines <input type="checkbox"/> Monthly Broadcast tv.jw.org—watch with family sometime during the month				
Math	Lesson 1	Lesson 2	Lesson 3	Lesson 4	
Spelling	Lesson 1	→	→	→	Test
Vocabulary		Abolish Abnormal Absurd Abuse Access Accomplish		Review	
Easy Grammar Student book	review capitalization pp. 239-240	Pp. 241-243	Pp. 245-246	P. 247	
Writing Grade 5 Workbook	p. 1		pp. 2-3	{ see writing options in notes }	
D’Nealian Handwriting-optional	P. 6	P. 7		P. 8	
US History	Look over your history book: <i>Children’s Encyclopedia of American History</i>	Introduction pp. 8-13 <i>Encyclopedia of AH</i> study timeline at bottom of pp. 12-13; you may wish to make your own and add to it throughout the year	Exploration & Conquest pp. 14-15 <i>Encyclopedia of AH</i>	Leif Eriksson—Discoverer of America? 9/22/01 Awake! Pp.18-21	
States & Capitals	First Lesson (see intro in Student or Teacher guide for details)		Landforms Lesson	(see intro in Student or Teacher guide for details, Landform maps/worksheets in back of Student study guide)	
Reading Selection	Read from poetry books today.	Choose any book(s) from the list including: <i>Childhood of Famous Americans</i> (series)			
<i>Jesus The Way, The Truth, The Life</i>	Introduction	1	2	3	
<i>How to Draw Cool Stuff</i>	Work from this book at least once a week, record the pages you completed.				◇ pp.

## Notes for Week 1

### Bible:

Study for the meeting using the current *Our Christian Life and Ministry Meeting Workbook*. Study with parent if needed, focus on learning to prepare for meetings this year, so that by next year you will be able to do so on your own. Split up the preparation over 2-3 days.

### Language Arts:

**Vocabulary-** use the vocabulary lists to discuss vocabulary, looking up ones you do not know. How much you do with the words should be at parental discretion. You may also choose to add words from readings. Review the words at the end of the week. Students can also make flash cards with index cards at the beginning of the week. Write the word on one side, and the definition on the other. The cards can be reviewed all week, and then give an oral quiz at the end of the week.

**Spelling-** Most spelling programs give one lesson per week. It is a good idea to give an oral pretest of the week's words at the beginning of the week to determine the student's weaknesses and strengths. Do all the activities for the week, and then give an oral or written test at the end of the week. You may wish to keep a list of missed words from the test at the end of the week for review later. If your spelling program has an assignment where student's pick out the correct spelling of a word {incorrect spellings of the same word are seen on the page}--- I recommend you skip these assignments. It is not good for the student to see words misspelled—we always want them to see words spelled correctly, and to quickly correct any words they misspell in their writing.

**Grammar-** *Easy Grammar Student Workbook Grade 5-* All pages have been scheduled to complete the book in one school year; this requires 8 – 10 pages per week. Cover 4-5 pages a week to finish ½ of the workbook in the school year.

**Writing options-** Ice Cream- write a paragraph about an imaginary old fashioned ice cream shop that is your favorite. Tell about the store, where it is located and what your favorite treat is. Be descriptive!

Copy the scripture from today's text.

**Reading-** When there is not a specific book scheduled, you may read of your choice from the book list or other book of your choice. Endeavor to read at least 30 minutes per day. In this section of the schedule write down the title and author of the book you are reading for your portfolio records. (same directions for each week)

\*Teachers- 5<sup>th</sup> grade is a good year for RA (read –alouds) choose a couple for the year that you can read to all of your students.

## History:

**Teachers-** for history (for the year) on some lessons I highlighted important facts and had my sons copy them into their notebooks. We used a notebooking method to keep up with history, including written down facts, drawings, timelines, maps, etc. You can use some of the worksheets here for this <http://www.eduplace.com/graphicorganizer/index.jsp>

Or use history scribe: <http://www.historyscribe.com/>

Or use free or purchased notebooking pages you find online. We used a notebook that we put our timeline information in (we did it in sections like the two text books are laid out, in eras of time) and then behind each era of time, we would add pages of notes/drawings, quotes, charts, maps, etc.

We also made Daniel Boone outfits, camped in backyard (like early settlers), we used Modge Podge to glue and coat a paper map onto a piece of muslin that they could roll up and take with them on “adventures”; we made dandelion tea & hard tack; we made possible pouches out of fake leather; we put together a kit that made a Conestoga wagon; played the video game: *Oregon Trail*; girls could make bonnets and aprons and bake biscuits. See websites for additional activities:

<http://www.education.com/activity/fifth-grade/social-studies/>

<http://www.kathimitchell.com/socstud.htm>

[http://www.ehow.com/info\\_7975243\\_fun-grade-american-history-projects.html](http://www.ehow.com/info_7975243_fun-grade-american-history-projects.html)

<http://www.howcast.com/videos/383452-How-to-Make-a-Diorama>

Google Image search: American history Diorama ideas

Read selections from textbook on your own. Discuss what you have learned with your teacher. Make outlines or notebooking pages from what you have learned each week (see a sample of an outline in week 2 notes). Your teacher may want you to keep a timeline for American History this year. Look up some options/ideas online. You can simply tape paper longways together to form a banner to go across a wall and add times, events, and people as you study them.

Notebooking resources:

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

<http://notebookingpages.com/>

### **Why no 5<sup>th</sup> day?**

You will notice that only 4 days a week are scheduled; this is so that you can have a day for the Field Ministry.

We schedule this day on Wednesdays, but it can be any day of the week you have scheduled for service. Do not worry, you are still learning, plus you are gaining skills using your Bible, Public Speaking, and Social Skills.

Afternoon Ideas:

Music lessons, art, homework, multiplication practice, catch-up day, chores, reading, sports, PE- Have a Break Day!

Referenced Articles: you can now use wol.jw.org to find referenced articles.

Week 2	Date:	Date:	Date:	Date:	Date:
Bible	<input type="checkbox"/> Treasures from God's Word <input type="checkbox"/> Apply Yourself to the Field Ministry <input type="checkbox"/> Living as Christians <input type="checkbox"/> Bible Study Activity – choose one from JW.org to do this week				
Math	Lesson 5	Lesson 6	Lesson 7	Quiz 1	
Spelling	Lesson 2	→	→	→	Test
Vocabulary		Achievement Acquaint Adequate Adjoining Aggressive		Review	
Easy Grammar Student book	Pp. 249-250	Pp. 251-253	P. 254	Pp. 255-257	
Writing	A View of Windsor Castle	Writing 5 Workbook: p. 4 {Journal}	Writing 5 Workbook: p. 9 {Writing Process}	Writing 5 Workbook: p. 10 {Writing Process}	
D'Nealian Handwriting-optional		P. 9		P. 10	
US History	"The New World" 500 Years Old 3/8/92 Awake! Pp. 3-13	Exploring the New World pp. 16-17 <i>Encyclopedia of AH</i>	The Northwest Passage—A Dream Come True? Awake! 11/22/03 pp. 21-24	Ponce de Leon & La Salle*	
States & Capitals	New England region	Maine		New Hampshire	
Reading Selection					
<i>Jesus The Way, The Truth, The Life</i>	4	5	6	7	
<i>How to Draw Cool Stuff</i>					◇ pp.

**Week 2 Notes:**

**Writing options-** Go to this link and study this piece of artwork. Then write a story as if you were sitting in the boat and this was your first view of Windsor castle. Be descriptive. How do you feel? What do you hear?



*HMH Writing Grade 5 Workbook: pp. 5-8 can be used for extra practice if needed.*

**History-** Write down 3 to 5 facts each day in your notebook; make this a habit this year.  
Suggestion: Write these in an outline format, an example for this week:

A. The New World 500 Years Old

- 1.
- 2.
- 3.

B. Exploring the New World

- 1.
- 2.
- 3.

C. The Northwest Passage

- 1.
- 2.
- 3.

D. Ponce de Leon

- 1.
- 2.
- 3.

E. La Salle

- 1.
- 2.
- 3.

**Ponce de Leon and La Salle\***

Learn more about Ponce de Leon from one of these sources

<http://www.biography.com/people/juan-ponce-de-le%C3%B3n-9444105#awesm=~oGHN1CBykKEmgI>

<http://www.history.com/topics/exploration/juan-ponce-de-leon>

[http://fcit.usf.edu/florida/lessons/de\\_leon/de\\_leon1.htm](http://fcit.usf.edu/florida/lessons/de_leon/de_leon1.htm)

[http://mrnussbaum.com/explorers/robert\\_sieur\\_de\\_la\\_salle/](http://mrnussbaum.com/explorers/robert_sieur_de_la_salle/)

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