

אני ועמי

ANI VEAMI PLANNING GUIDE

your
way



GRADES 4-6

FORM 2

A CHARLOTTE MASON PLENARY AND ANI VEAMI

Ani Ve Ami

PLANNING GUIDE FOR GRADES 4-6 FORM 2

**BY RACHEL LEBOWITZ OF A CHARLOTTE MASON PLENARY
AND
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**A CHARLOTTE MASON PLENARY
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Ani Ve Ami

INTRODUCTION

Welcome to the ANI VEAMI Planning Guide. ANI VEAMI is the first Jewish homeschool curriculum. We want homeschooling to provide your student with an excellent education and to fill your home with a peaceful atmosphere conducive to learning.

As a School Psychologist, I have read more than my share of educational philosophies. When we created ANI VEAMI, we wanted to choose an educational philosophy that would genuinely support Jewish values and Jewish education. We chose to model much of our work on the educational philosophy of Charlotte Mason, who was a 19th-century educator in England. She was a voracious reader and a great observer of people. Many of the educational approaches she recommended have been validated in recent research.

Because we value the educational philosophy of Charlotte Mason, we have collaborated with A CHARLOTTE MASON PLENARY to create this Planning Guide for you. THE PLENARY is a Jewish-run homeschool company whose mission is to be inclusive because every person is a “born person.”

Mason’s philosophy resonates with many Jewish families. It reflects Jewish values such as respect for the personhood of all people, including children. Mason also recognized the importance of educating the whole child. Her method includes three educational categories:

- Knowledge of G-d
- Knowledge of the Universe
- Knowledge of Man

In essence, she advocated for a Renaissance education that emphasized the importance of STEM subjects as well as the Humanities.

The Knowledge of G-d includes developing a relationship with G-d through studying traditional Jewish texts, prayer, and Jewish practice that saturates our lives and provides many educational opportunities.

Each family will incorporate this category in a way that works for them. Some will focus more heavily on texts while others will put more emphasis on interpersonal mitzvot or hands on Jewishly-themed activities. Much Jewish learning can take place around the notable dates of the Jewish year, as well as life cycle events. This kind of learning gives the children not only facts, but also an emotional connection to G-d and to Judaism.

Knowledge of the Universe encourages wonder and awe of the natural world. It covers:

- Science, Physical Geography, and Mathematics

Knowledge of Man includes the study of the Humanities:

- History, Literature, Economics, Citizenship, Political Geography, Ancient and Modern Languages, Philosophy, Archeology, Anthropology, Religion, Law, and Art

The humanities serve to ground us in ethics and morality. They teach us what it is to be human.

All these subjects are fundamental to the education of a whole person and are included in the curriculum.

What greater education can you offer your child than one that emphasizes teaching what it means to be human? As Rabbi Schneur Zalman of Liadi once said,

“A little bit of light dispels a lot of darkness.”

Amy Bodkin

AMY BODKIN, ED.S.

ANI VEAMI CURRICULUM

P.S. Charlotte Mason’s original choices in books are included in Appendix B, along with the original information from the FORM GUIDES by A CHARLOTTE MASON PLENARY. Please note that Charlotte Mason was Anglican and some of her books choices listed in the Appendix reflect her religious beliefs. Her method of education is easily adapted to any religion. If you choose to print this Planning Guide, you can decide for yourself if you want to include Appendix B.

A CHARLOTTE MASON PLENARY

Introduction

Thank you for choosing ANI VEAMI and A CHARLOTTE MASON PLENARY! And welcome to Jewish Homeschooling!

We utilize the educational philosophy of Charlotte Mason, whose entire approach is centered around honoring the child as a person and bringing ease and joy to homeschooling.

This Guide lists all the information you need about each subject in Form 2, or grades 4-6. Our goal is to help you design a personalized “Homeschooling Your Way” curriculum that fits your family.

There are 3 steps to this guide:

STEP #1: OVERVIEW OF SUBJECTS

STEP #2: THE HOMESCHOOLING YOUR WAY QUIZ

STEP #3: YOUR CUSTOM SCHEDULE

STEP #1: AN OVERVIEW OF SUBJECTS: Step #1 will give you information on which subjects are taught in grades 4-6.

All of Charlotte’s Programmes, or curricula, were divided by Form. Forms are like grade levels, but they allow for more flexibility in meeting the educational needs of a child. Forms are elastic, allowing the teacher to stretch or contract the amount and difficulty of work based on a child’s ability and needs or to combine students and subjects into family studies.

Form 2 roughly correlates with U.S. Grades 4-6. For more information on Forms, please see [Understanding Forms in a Charlotte Mason Education](#).

My source information for this guide comes from analyzing more than 10 years worth of Charlotte Mason’s original Parents’ National Education Union (PNEU) Programmes from 1920-1933. These Programmes listed the curriculum used by students in the PNEU Schools. This guide is a compilation of information taken from those Programmes.

Charlotte wrote six Volumes (called the *Home Education Series*) about her educational philosophy. In those Volumes, she discusses how to teach each subject as well as the principles behind her philosophy. Under each Subject heading, I have included page numbers to the various Volumes as references so that you can easily find more info about the subject.

Once you have completed the Subjects Overview, move on to:

STEP #2: THE HOMESCHOOLING YOUR WAY QUIZ: This is a fun exercise that will show you your strengths as a family. We want to identify those strengths and build a solid foundation on them!

You will use your results from the Quiz when you get to

Step #3: Creating Your Custom Schedule: Your schedule is the machine that keeps your homeschool going. Once in place, it takes all the decision work out of your day – you simply move on to the next thing on your schedule. A simple schedule is easily tweaked and improved. An overly complex schedule can be difficult to change and can become a burden. We want to keep it simple and

stress-free! Less stress, more joy!

The entire process of Steps 1-3 will help set you up for ongoing success.

One more thing – I also want to encourage you to read Charlotte’s original *Home Education Series* for yourself. Her words are so inspiring and so helpful for developing the atmosphere of your home, the discipline you’ll need each day, and the beauty of the life you want to cultivate. After all, education is “an atmosphere, a discipline, a life.”

You can either start with [VOLUME 1: HOME EDUCATION](#), which was written specifically regarding children ages six through nine. Or start with [VOLUME 6: A PHILOSOPHY OF EDUCATION](#). There is a wealth of advice and knowledge in it’s pages.

I recommend [THE ANNOTATED HOME EDUCATION SERIES](#) published by A CHARLOTTE MASON PLENARY of course! I annotated them myself! The annotations and additional information really help you better understand Charlotte’s words and historical context.

Other options for learning more about the Charlotte Mason method include:

- Free 20 Principles study: [Finding Your Way with Charlotte Mason’s 20 Principles](#)
- [Online Courses](#) for Parents, including a CM 101 Course coming soon!
- Lots of free “how-to” videos on [THE PLENARY YOUTUBE CHANNEL](#)

Thank you for choosing THE PLENARY and ANI VEAMI!

Rachel Lebowitz

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FOR GRADES 4-6
FORM 2**

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STEP #1
OVERVIEW OF SUBJECTS

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STEP #1

Overview of Subjects for Grades 4-6

JUDAIC STUDIES

REFER TO VOL. 1, PART 5, CH. 14, PAGES 248-253 / VOL. 6, PAGES 158-163

Charlotte's Form 2 students had a teacher read-aloud to them familiar (and suitable) stories from the Bible as well as participating with their families in religious holidays.

Yehuda ben Teima used to say: "At five years of age, Scripture; at ten, Mishna; at thirteen, mitzvos; at fifteen, Talmud..." *Pirkei Avos 5:21*

Given both of these respected recommendations to begin a child's religious education with Scripture, AVA recommends that Jewish families choose a resource from those listed in the Tanakh section of our [Textual Studies page](#) and from our [Parsha page](#). Of course, no religious education would be complete without participating in community in the [Jewish Year](#) and [Jewish Life](#) events. For a week by week plan, AVA recommends [Yehudis Litvak's Family Curriculum Guides](#).

TEXTUAL STUDIES

REFER TO VOL. 6, PAGES 209-211

Charlotte's Form 2 students began learning Latin. They did not learn Latin to improve their vocabulary and test scores. They learned Latin because it was the language used to write ancient works of great value to the British people.

No one knows better than the Jewish people what can happen when people must rely on a translator. It is just one reason that Hebrew is still taught and used in every synagogue around the world. The Torah is of great value to the Jewish people, and it is worthwhile to learn to read and understand its original language.

Obviously, for Jewish families, Ancient Hebrew is the most likely choice. Still, each family's familiarity, and thus, starting place, will vary. AVA recommends that you select a program from the [Textual Studies page](#) that best fits your student's needs.

RECITATION AND PRAYER

REFER TO VOL. 1, PART 5, CH. 7, PAGES 222-226

Charlotte's Form 2 students were expected to recite beautifully (not memorize) 3-4 poems, songs, and/or Scriptures per term.

AVA recommends that this could be an excellent opportunity to teach your student Brachas/Blessings, Tefilot/Prayers, Tehillim/Psalms, Shirim/Songs and Poetry.

If you need ideas for pieces for recitation, AVA recommends the following databases:

- <https://www.brachos.org/>
- <https://www.sefaria.org/texts/Liturgy/Siddur>
- <https://www.sefaria.org/texts/Tanakh>
- [Audio recordings of Tehillim \(and others\)](#)

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STEP #2
THE HOMESCHOOL
YOUR WAY QUIZ

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STEP #3
YOUR CUSTOM SCHEDULE

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GRADES 4-6 FREQUENCY & LENGTH OF LESSONS CHART

| FORM 2 SUBJECTS | Minutes per Lesson (Maximum) | Lessons Per Week | R / L Brain | AM / PM | Subject Category | Notes |
|-----------------------------|------------------------------|------------------|-------------|---------|------------------|---|
| JUDAIC STUDIES | 20 | 4x | L | AM | Essential | |
| TEXTUAL STUDIES | 30 | 2x | L | AM | Essential | |
| RECITATION & PRAYER | 20 | 5x | R | AM | Other | |
| COPYWORK / HANDWRITING | 10 | 5x | R | AM | Essential | |
| GRAMMAR / COMPOSITION | 20 | 2x | R | AM | Other | |
| DICTIONARY | 10-30 | 4x | R | AM | Other | |
| LITERATURE - MYTHOLOGY | 20 | 1x | L | AM | Other | |
| LITERATURE - POETRY | 10 | 5x | L | AM | Other | |
| LITERATURE - BOOK #1 | 20 | 1x | L | AM | Essential | |
| LITERATURE - BOOK #2 (2A) | 20 | 1x | L | AM | Other | |
| LITERATURE - SHAKESPEARE | 20 | 1x | R | PM | Joy | Mentioned in the Programmes, but not in the Time-Tables |
| HISTORY - HOME COUNTRY | 30 | 2x | L | AM | Essential | |
| HISTORY - OTHER COUNTRY | 20 | 1x | L | AM | Other | |
| HISTORY - ANCIENTS (2A) | 20 | 1x | L | PM | Other | Mentioned in the Programmes, but not in the Time-Tables |
| HISTORY - BOOK OF CENTURIES | 20 | 1x | R | PM | Other | Mentioned in the Programmes, but not in the Time-Tables |
| CITIZENSHIP - INTRO (2B) | 30 | 1x | R | AM | Other | |
| CITIZENSHIP - PLUTARCH (2A) | 30 | 1x | R | AM | Other | |
| CITIZENSHIP - GOV'T (2A) | 30 | 1x | R | AM | Other | |
| GEOGRAPHY - REGIONAL | 20 | 1x | L | AM | Essential | |
| GEOGRAPHY - TRAVELOGUE | 20 | 1x | L | AM | Other | |
| GEOGRAPHY - MAP SKILLS | 20 | 1x | R | AM | Other | Mentioned in the Programmes, but not in the Time-Tables |
| GEOGRAPHY - EXPLORERS (2A) | 20 | 1x | L | AM | Other | Mentioned in the Programmes, but not in the Time-Tables |
| SCIENCE - NATURE STUDY | 30 | 1x | L | AM | Joy | |
| SCIENCE - OVERVIEW | 20 | 1x | R | AM | Other | |
| SCIENCE - SPECIFIC TOPIC | 20 | 1x | R | AM | Other | |
| SCIENCE - EXPERIMENTS | | | | PM | Other | Mentioned in the Programmes, but not in the Time-Tables |

SAMPLE

FROM
**A CHARLOTTE MASON
 PLENARY**
 AND
ANI VEAMI

APPENDIX A
CHARLOTTE MASON'S
20 PRINCIPLES

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Charlotte Mason's

20 PRINCIPLES

PRINCIPLE #1: Children are born persons.

PRINCIPLE #2: They are not born either good or bad, but with possibilities for good and for evil.

PRINCIPLE #3: The principles of authority on the one hand, and of obedience on the other, are natural, necessary and fundamental; but –

PRINCIPLE #4: These principles are limited by the respect due to the personality of children, which must not be encroached upon, whether by the direct use of fear or love, suggestion or influence, or by undue play upon any one natural desire.

PRINCIPLE #5: Therefore, we are limited to three educational instruments – the atmosphere of environment, the discipline of habit, and the presentation of living ideas. The P.N.E.U. Motto is: “Education is an atmosphere, a discipline, and a life.”

PRINCIPLE #6: When we say that “*education is an atmosphere,*” we do not mean that a child should be isolated in what may be called a ‘child-environment’ especially adapted and prepared, but that we should take into account the educational value of his natural home atmosphere, both as regards persons and things, and should let him live freely among his proper conditions. It stultifies a child to bring down his world to the ‘child’s’ level.

PRINCIPLE #7: By “*education is a discipline,*” we mean the discipline of habits, formed definitely and thoughtfully, whether habits of mind or body. Physiologists tell us of the adaptation of brain structures to habitual lines of thought, i.e., to our habits.

PRINCIPLE #8: In saying that “*education is a life,*” the need of intellectual and moral as well as of physical sustenance is implied. The mind feeds on ideas, and therefore children should have a generous curriculum.

PRINCIPLE #9: We hold that the child’s mind is no mere *sac* to hold ideas; but is rather, if the figure may be allowed, a spiritual *organism*, with an appetite for all knowledge. This is its proper diet, with which it is prepared to deal; and which it can digest and assimilate as the body does foodstuffs.

PRINCIPLE #10: Such a doctrine as *e.g.* the Herbartian, that the mind is a receptacle, lays the stress of Education (the preparation of knowledge in enticing morsels duly ordered) upon the teacher. Children taught on this principle are in danger of receiving much teaching with little knowledge; and the teacher’s axiom is “what a child learns matters less than how he learns it.”

PRINCIPLE #11: But we, believing that the normal child has powers of mind which fit him to deal with all knowledge proper to him, give him a full and generous curriculum; taking care only that all knowledge offered him is vital, that is, that facts are not presented without their informing ideas. Out of this conception comes our principle that –

PRINCIPLE #12: *“Education is the Science of Relations”*; that is, that a child has natural relations with a vast number of things and thoughts: so we train him upon physical exercises, nature lore, handicrafts, science and art, and upon *many living books*, for we know that our business is not to teach him all about anything, but to help him to make valid as many as may be of –

“Those first-born affinities that fit our new existence to existing things.”

PRINCIPLE #13: In devising a Syllabus for a normal child, of whatever social class, three points must be considered:

- (a) He requires *much* knowledge, for the mind needs sufficient food as much as does the body.
- (b) The knowledge should be various, for sameness in mental diet does not create appetite (*i.e.*, curiosity).
- (c) Knowledge should be communicated in well-chosen language because his attention responds naturally to what is conveyed in literary form.

PRINCIPLE #14: As knowledge is not assimilated until it is reproduced, children should ‘tell back’ after a single reading or hearing, or should write on some part of what they have read.

PRINCIPLE #15: A *single reading* is insisted on because children have naturally great power of attention; but this force is dissipated by the re-reading of passages, and also, by questioning, summarizing, and the like.

Acting upon these and some other points in the behavior of mind, we find that *the educability of children is enormously greater than has hitherto been supposed* and is but little dependent on such circumstances as heredity and environment.

Nor is the accuracy of this statement limited to clever children or to children of the educated classes: thousands of children in Elementary Schools respond freely to this method, which is based on the *behavior of mind*.

PRINCIPLE #16: There are two guides to moral and intellectual self-management to offer to children, which we may call “the way of the will” and “the way of the reason.”

PRINCIPLE #17: *The way of the will:* Children should be taught

- (a) to distinguish between “I want” and “I will.”
- (b) That the way to will effectively is to turn our thoughts from that which we desire but do not will.
- (c) That the best way to turn our thoughts is to think of or do some quite different thing, entertaining or interesting.
- (d) That after a little rest in this way, the will returns to its work with new vigor.

(This adjunct of the will is familiar to us as *diversion*, whose office it is to ease us for a time from will effort, that we may ‘will’ again with added power. The use of *suggestion* as an aid to the will *is to be deprecated*, as tending to stultify and stereotype character. It would seem that spontaneity is a condition of development, and that human nature needs the discipline of failure as well as of success.)

PRINCIPLE #18: *The way of reason:* We teach children, too, not to “lean (too confidently) to their own

understanding"; because the function of reason is to give logical demonstration (a) of mathematical truth, (b) of an initial idea, accepted by the will. In the former case, reason is, practically, an infallible guide, but in the latter, it is not always a safe one; for, whether that idea be right or wrong, reason will confirm it by irrefragable proofs.

PRINCIPLE #19: Therefore, children should be taught, as they become mature enough to understand such teaching, that the chief responsibility which rests on them as *persons* is the acceptance or rejection of ideas. To help them in this choice we give them principles of conduct, and a wide range of the knowledge fitted to them. These principles should save children from some of the loose thinking and heedless action which cause most of us to live at a lower level than we need.

PRINCIPLE #20: We allow no separation to grow up between the intellectual and 'spiritual' life of children, but teach them that the Divine Spirit has constant access to their spirits, and is their continual Helper in all the interests, duties and joys of life.

A CHARLOTTE MASON PLENARY has a free 20 Principles Study here: [*Finding Your Way with Charlotte Mason's 20 Principles*](#)

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OTHER BOOKS & RESOURCES BY THE AUTHORS

[THE ANNOTATED HOME EDUCATION SERIES](#)

[THE PLENARY PLUTARCH SERIES](#)

[LIVING BOOKS](#)

[CHARLOTTE MASON COURSES](#)

[SPECIAL NEEDS HOMESCHOOLING RESOURCES](#)

[HOMESCHOOL CONSULTATIONS](#)