

3

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PART

SuSTAINiNG
the Magic

It's imPoRtAnt
to REmemBER ThAt
we aLL haVe maGic
inSiDe uS.

— J.K. ROWLING



RoUTine, Not Schedule (pg. 167)

Use this space to plan your daily routine.

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

Interval Training (pg. 170)

Set a learning goal with your child, then map the interval training plan below.
Don't forget rest days!

GOAL: _____

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

Seasonal Schooling (pg. 172)

Use the space below to plan each season of schooling.

FALL

WINTER

SPRING

ASK (pg. 174)

YOURself

Do an inventory of curriculum. Reference the checklist on pg. 174 and use the space on the right to make a list of meaning-rich materials. To help you decide, think about the questions below for each material.

1. DOES THIS PROGRAM IGNITE CURIOSITY?
2. AM I ENGAGED OR DRAWN IN?

Meaning-Rich Materials



MAKE SURE YOU AREN'T ASKING A CHILD TO DO
WHAT YOU FIND DULL AND LIFELESS.



Planning From Behind (pg. 177)

Use the space below to note your observations and record how all of that reflection and study led to a positive homeschooling experience.

TRY It!

SKETCH A NaRRATIVE (pg. 184)

A large rectangular area filled with a fine grid of red lines, intended for sketching a narrative. The grid is approximately 30 units wide by 40 units high.

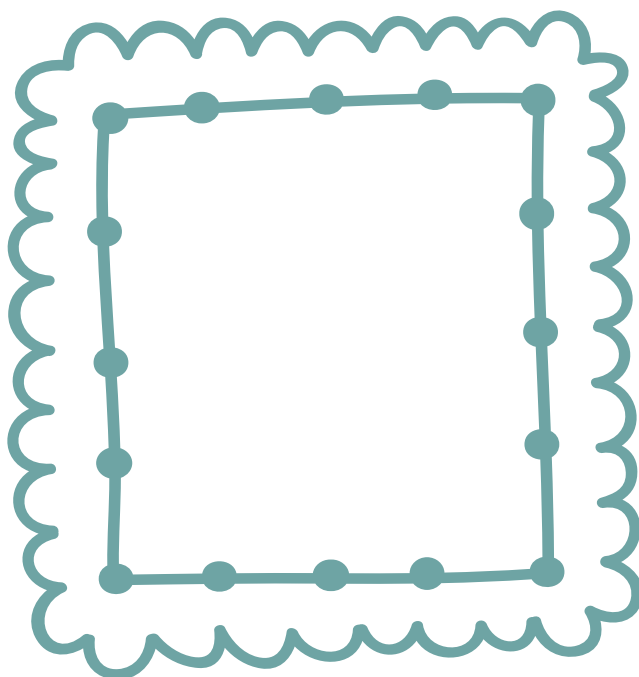
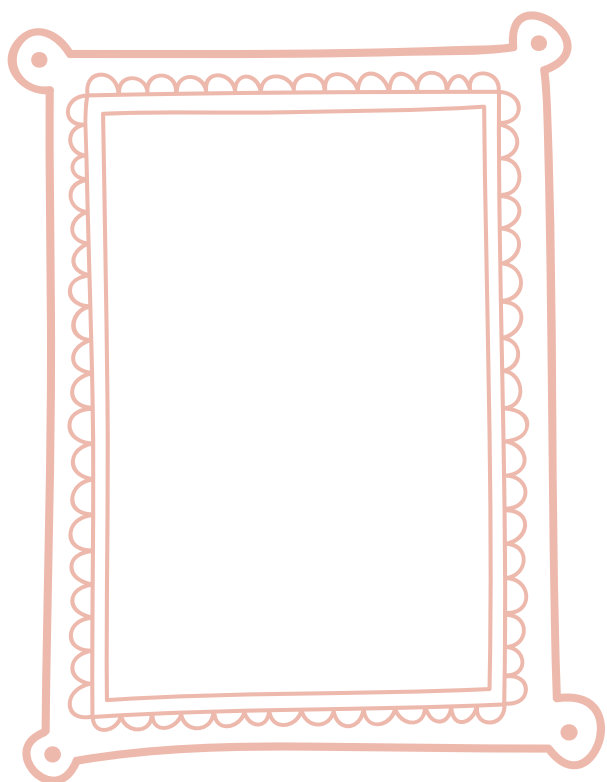
SKETCH A NARRATIVE (pg. 184)

A large grid of small dots for sketching a narrative. The grid is composed of 20 columns and 30 rows of dots, totaling 600 dots. The dots are arranged in a uniform pattern across the page.

SKETCH A NARRATIVE (pg. 184)

How to Keep a ScatterBook (pg. 184)

Choose a notebook or print and bind the following pages to create your scatterbook. In the next few pages, you will find a printable for freewriting, collecting memorabilia, and subject-focused reflection. You will also find a page of fun doodles you can print and scatter through the pages!



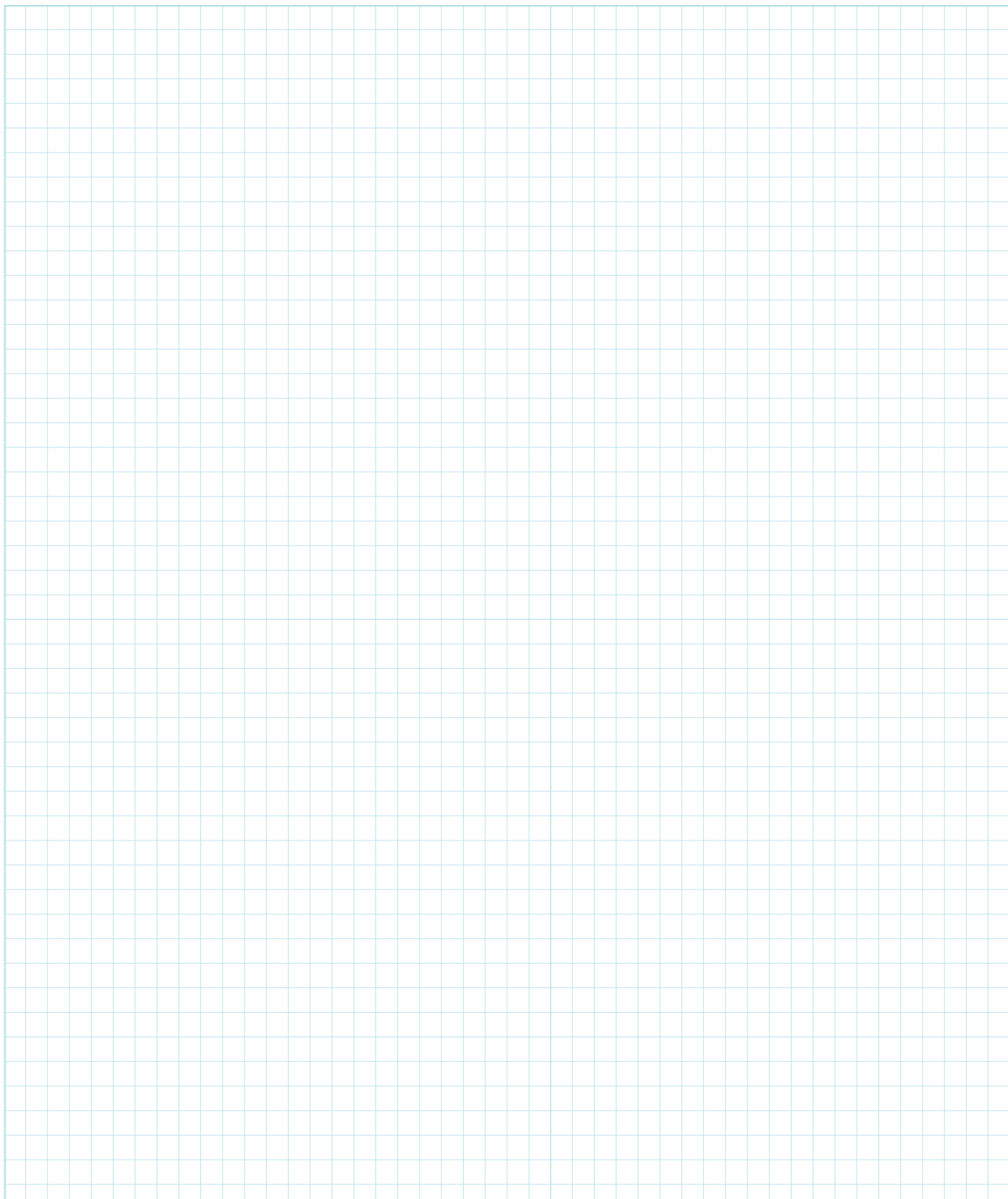
Print, cLIP, aNd REcORD Your MeMoRIes oR Quotes.
Add them To YoUR ScatterBook!



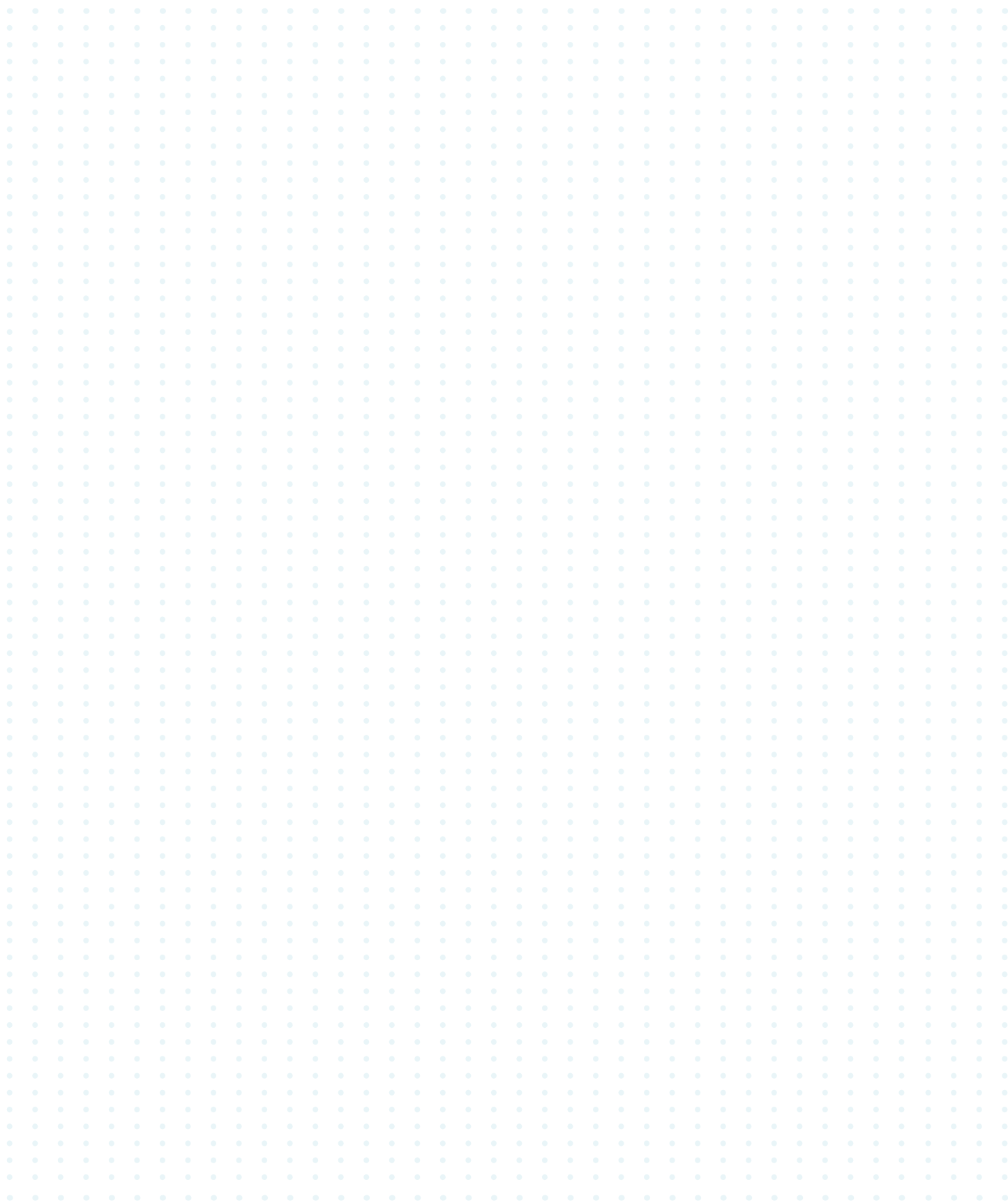
My ScatterBook

DATE: / /

DATE: / /



DATE: / /





HoUse-Schooling Plan (pg. 187)

WHAT WILL YOUR HOUSE SCHOOL BE LIKE? HOW CAN YOU INCORPORATE YOUR HOME'S NATURAL STATE OF BEING INTO PLANS TO LEARN, EXPLORE, GROW, AND LOVE?

ASK YOURSELF

(pg. 191)

When you idealize another family's strengths and think you need to adopt those behaviors to be "good homeschoolers":

1. WHAT ARE WE GOOD AT?
2. WHAT ARE WE INTO?
3. WHAT DO WE WANT TO FEATURE IN OUR HOMESCHOOL?

TAKE A MOMENT TO ANSWER
THE QUESTIONS.



1. _____

2. _____

3. _____

{ EDUCATION THRIVES WHEN OUR KIDS FALL IN LOVE. }

TRY It!

Practice Getting Help (pg. 200)

List ways to ask for help.

List ways to lower expectations.

List ways to make helping enticing.

Pixie DuST (pg. 202)

Set reasonable expectations for homeschooling.

Set reasonable expectations for yourself.

Set reasonable expectations for your children.

AwESome AdULTiNG (pg. 218)

Use the space below to make a list of hobbies and subjects you want to explore. Then think and write about how you can fit them into your life.

HoBBies/SuBjects



How do THEY fit
with YOUR life?



Use the stationery below to write a letter to yourself or a friend that urges that awesomeness to come forth. Don't forget to cut it out!

(pg. 230)

Dear

,



.....

A large rectangular area enclosed by a dashed red border, containing ten horizontal red lines for writing.