

2

.....

PART

CaSTing tHe
SPELL



What is MOST IMPoRtAnt aNd
vALUABLe About the Home AS A
bASE foR ChildRen'S gRowTh iNTO
the World is NOT ThAt it is a
beTTER sChool ThAn The sChoolS,
bUT ThAT It iSN't a sChool At aLL.

— HANS CHRISTIAN ANDERSEN

The SuPERPoWERS of BRave LeaRning

THE FOUR FORCES OF ENCHANTMENT:



THE FOUR CAPACITIES FOR LEARNING:



THE FOUR PORTS OF ENTRY:



The SUPERPOWERS of BRAVE LeARNING

Flip through these chapters when you sink in the quicksand of tedium or resistance. Sample the Superpowers one at a time, one per month, over the course of a whole year to get started.

Use this chart to designate a Superpower for each month.

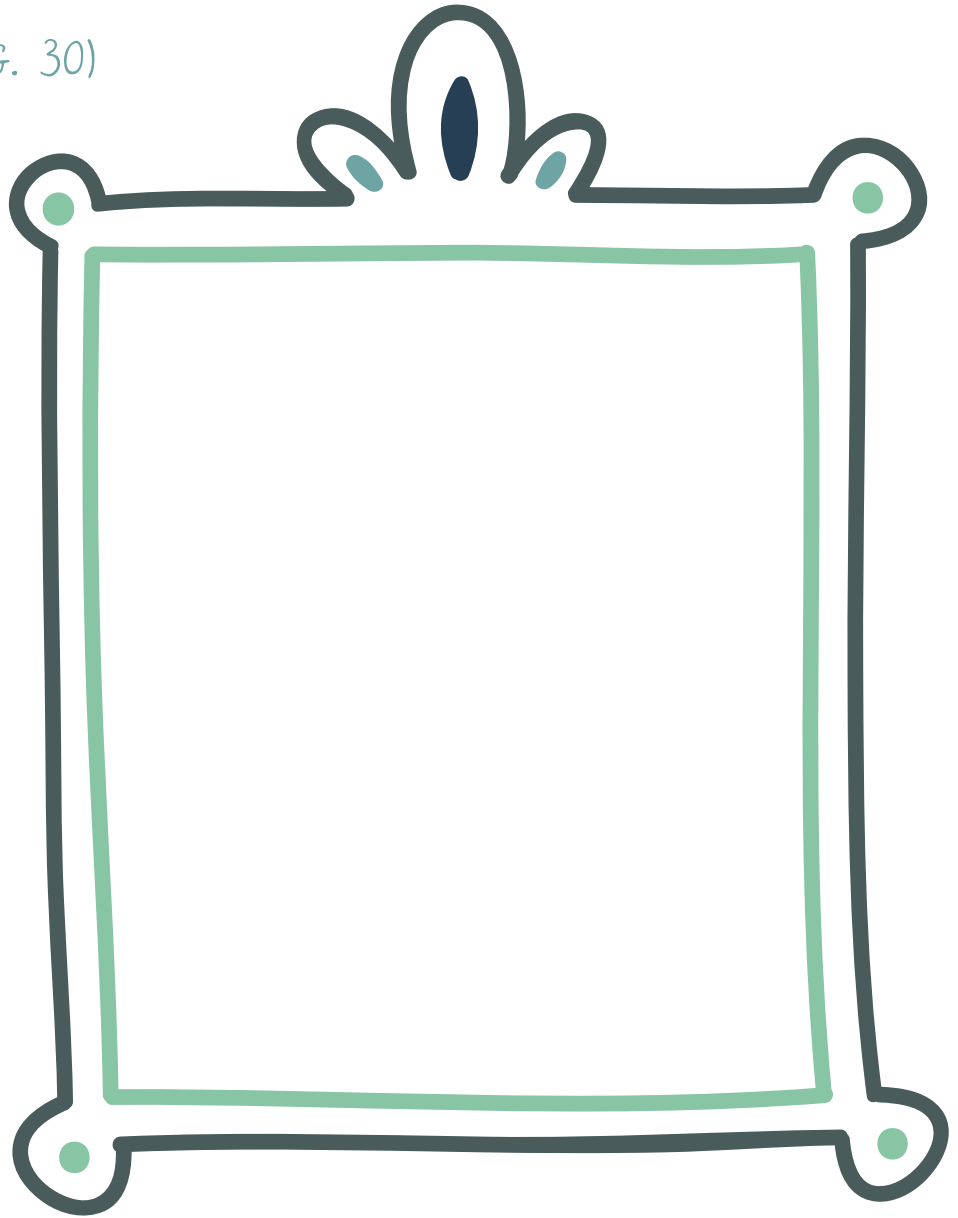
JANUARY	
FEBRUARY	
MARCH	
APRIL	
MAY	
JUNE	
JULY	
AUGUST	
SEPTEMBER	
OCTOBER	
NOVEMBER	
DECEMBER	

The One Thing

PRinCiple (pg. 30)

Go slow to go fast.
As you implement any new
“thing” in your homeschool,
take it one at a time.

1.
Prepare
2.
Execute
3.
Enjoy
4.
Reminisce



Write your “one thing” in this picture frame. Print and post it in a place you will see it often to keep you focused on just that one thing!

FORCE 1



MY BOOK, BY ME:

Jot your child's spontaneous self-expression (words) below.

(pG. 40)

[illegible]

SEE DIFFERENTLY (pg. 40)

Use the space below to brainstorm "surprises of happy" to inject into your routine.

STAGE (pg. 41)
THE HOME

WHAT WILL YOU
PLACE ON THE
COFFEE TABLE?



ASK YOURself

(pg. 44)

When faced with resistance to learning or when drudgery has set in, ask yourself the following questions:

1. HOW CAN I SHOW UP IN A SURPRISING WAY TO DELIVER THE MESSAGE?
2. WHAT CAN I PAIR WITH THIS SUBJECT OR ACTIVITY THAT WILL STARTLE MY CHILD INTO DELIGHT?

TAKE A MOMENT TO ANSWER
THE QUESTIONS.

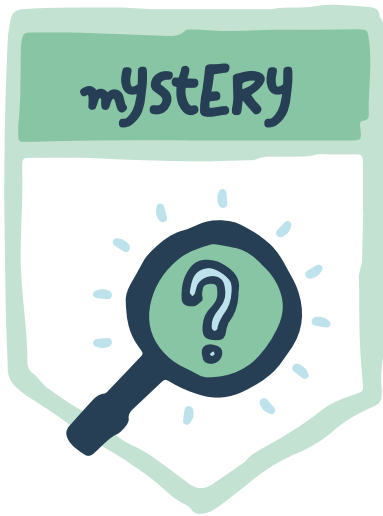


1. _____

2. _____

SURPRISE YOUR CHILDREN BY TREATING THEIR EDUCATION AS
A CELEBRATION—MAKE DAY ONE AS SPECIAL AS A BIRTHDAY
PARTY, AND THE REST OF THE YEAR AS GENTLE AND
NOURISHING AS YOUR LOVE.

FORCE 2

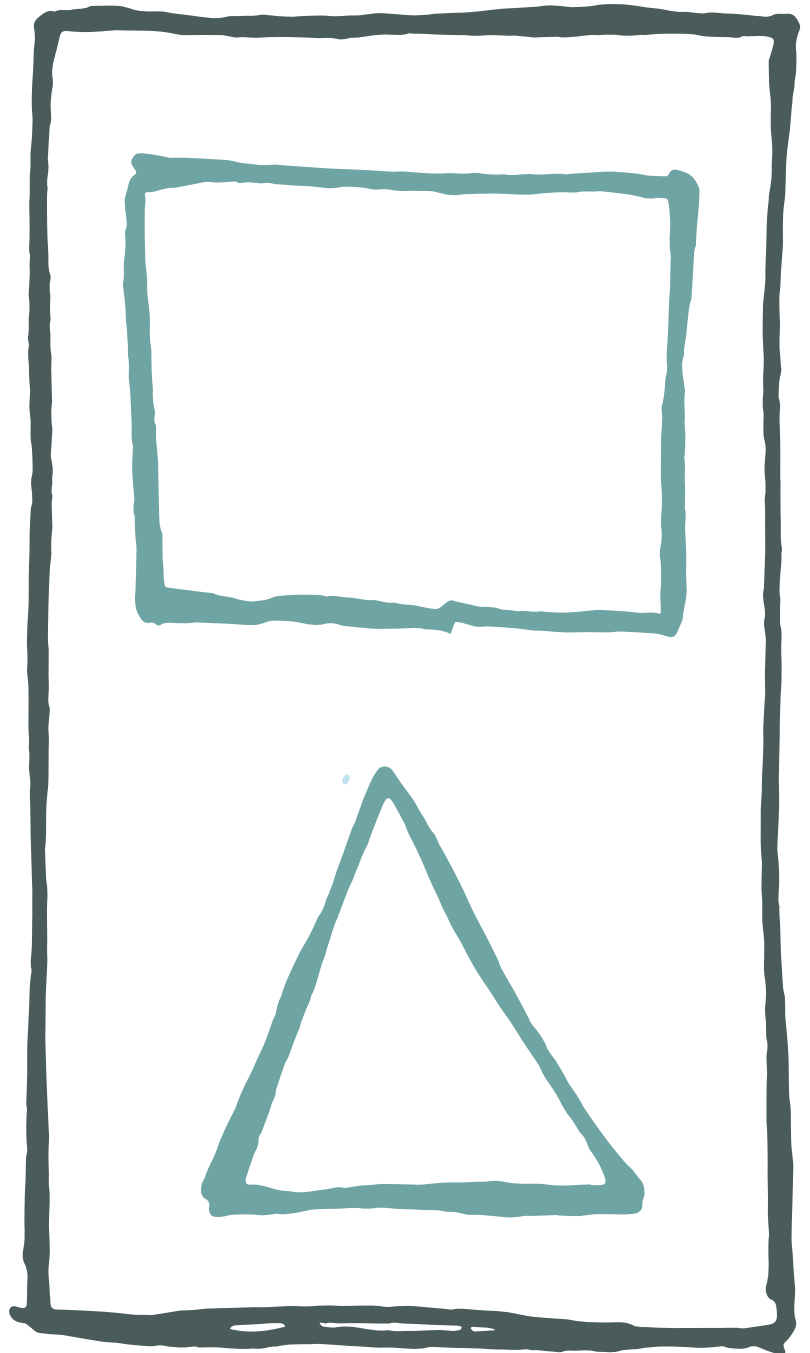


List everyday places like the outdoors where mystery is present but often overlooked.

(pg. 45)

SEE DIFFERENTLY (pg. 46)

Print this page and cut out the "view finder" below. Have your child close one eye and look through the different shapes to see a different perspective.



STAGE THE HOME (pg. 48)

AGE RANGE: 5-12

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

AGE RANGE: 13-18

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

- _____
- _____
- _____
- _____

PLACES TO EXPLORE &
PEOPLE TO ENCOUNTER

Try It!

(pg. 47 & 52)

1. HOW WAS IT? WHAT DID YOU LEARN?

SHARE THE DETAILS OF YOUR EXPERIENCE BELOW.



USE the RIGHT
MaRGin To list
your faVoRite
PARTS!



2. HOW WAS IT? WHAT DID YOU LEARN?

SHARE THE DETAILS OF YOUR EXPERIENCE BELOW.

ASK YOURself

(pg. 53)

When learning goes from provocative to dull, ask yourself the following questions:

1. WHAT ELSE IS THERE TO KNOW?
2. WHAT CAN WE READ, EXPERIENCE, AND ENCOUNTER TO DEEPEN OUR RELATIONSHIP TO THIS SUBJECT?

TAKE A MOMENT TO ANSWER
THE QUESTIONS.



1. _____

2. _____



PUSH OUT OF YOUR NATURAL HABITS AND
INTO THE EXCITEMENT OF NEW.



STAGE THE HOME (pg. 58)

SUPPORTING Risk

RISKS my CHILDREN

wANT to tAKE

Ways I cAN tOLERATE OR

SUPPORT thOSE RiSKS









ASK YOURself

(pg. 59)

When life becomes mundane,
ask yourself the following questions:

1. WHAT BIG HAIRY AUDACIOUS GOAL MIGHT MY CHILD WANT TO PURSUE?
2. HOW CAN I SHOW TRUST AND SUPPORT TO MY CHILD, TO MYSELF, AND TO THE PROCESS?

TAKE A MOMENT TO ANSWER
THE QUESTIONS.



1. _____

2. _____



RISK IMPLIES BOTH THRILL AND DANGER. STAY
CLOSE TO A CHILD WHO IS RISKING—CLOSE
ENOUGH TO PROVIDE KIND SUPPORT, FAR ENOUGH
AWAY THAT IT STILL FEELS LIKE A RISK.



FORCE 4



LIST PLACES YOUR TEEN CAN GO

(pG. 59)

SEE DIFFERENTLY (pg. 61)

What adventures can be experienced in the places your teen will go?

STAGE THE (pG. 62)
(AWAY FROM) HOME

Pick a place from your list and create a plan for visiting that spot. Who is involved? What do you need to make it happen? Equipment? To save up? Research? Completing an application?

Try It!

AWAY FROM HOME (pg. 61)

Use the space below to brainstorm adventures.



Print And Cut Out these
Calendar Markers
To Plan Your
AdventuRES!



ASK YOURself

(pg. 63)

When your children hit the wall and nothing entices them, ask yourself the following questions:

1. DO THEY NEED TO LEAVE THE HOUSE?
WHERE CAN THEY GO FOR NEW STIMULATION?
2. WHAT ADVENTURES CAN THEY TAKE WITHOUT YOU?

TAKE A MOMENT TO ANSWER
THE QUESTIONS.



1. _____

2. _____



ADVENTURE IS ABOUT LOCATION—
TO INFINITY AND BEYOND!



CAPACITY 1



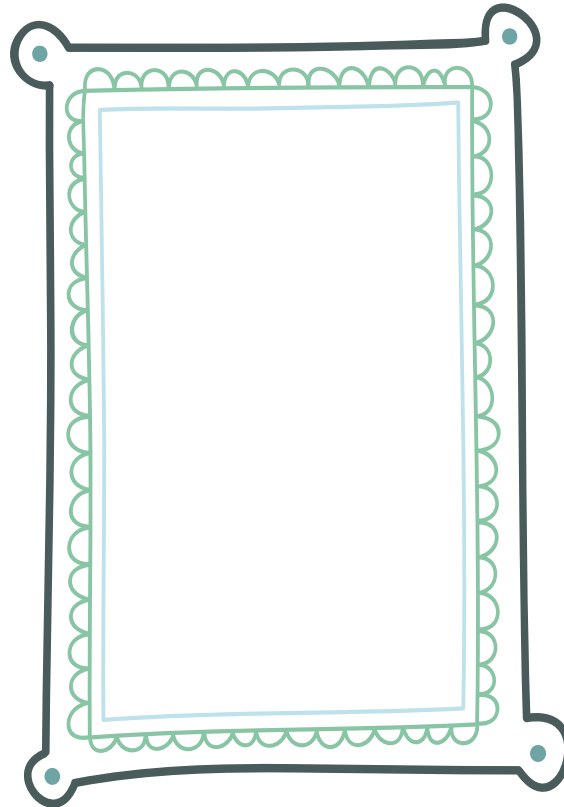
Why is the
sky blue?

When will it stop
raining?

Are French fries
really French?

SEE DIFFERENTLY (pg. 72)

Create a "Great Wall of Questions." Good questions lead us on a scavenger hunt for explanations and more information. They also lead to, you guessed it, more questions.



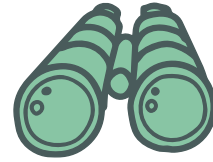
Write a few
sample questions
of your own right
here. Print and
share with your
children.
Use sticky notes
for the Great
Wall.



Designate either a wall or window to be your "Great Wall of Questions." Put sticky notes in a box with a variety of writing implements. Start with your own questions and invite the children to write any and all questions they have all week.

STAGE THE HOME (pg. 74)

Provoking OutRageous CuRiOsity



Refer to page 74 for ideas to provoke curiosity. Record notes on how your child responded and revisit these notes with new provoking ideas or insights.

NAME

SUBJECT

METHOD

RESULT

ASK YOURself

(pg. 75)

When you find yourself relying on insistence, ask yourself the following questions:

1. WHAT INTRIGUES ME ABOUT THIS TOPIC?
2. HOW CAN WE EXPLORE IT IN UNEXPECTED WAYS?

TAKE A MOMENT TO ANSWER
THE QUESTIONS.



1. _____

2. _____



WHEN YOU SATISFY A CURIOSITY CRAVING,
GENEROSITY OF SPIRIT ERUPTS.



CAPACITY 2



BIG-SISTER IT

Big-sister a dream into being by joining in and exploring together what your child wants to learn.

WHAT IS SOMETHING YOUR CHILD HAS EXPRESSED AN INTEREST IN LEARNING?

HOW CAN YOU EXPLORE THE SUBJECT TOGETHER?

(pg. 79)

SEE DIFFERENTLY (pg. 80)

Keep track of your child's independent activities and the ones that benefit from your supportive participation. Notice how sometimes they move back and forth between the two.

Print a chart for each child. You can find a full-size chart on the next page. You might pin it to a bulletin board and ask your child to help you fill in activities. Notice when an activity leaps from one side to the other.

Name: _____		Date: _____	
INDEPENDENCE		COLLABORATION	

.....

Name:

Date:

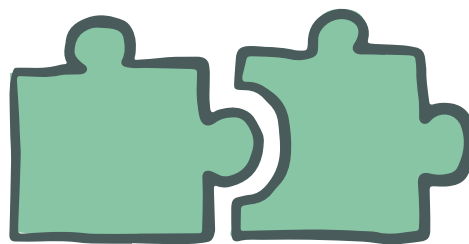
INDEPENDENCE

COLLABORATION

STAGE THE HOME (pg. 82)

CoLLaboRaTing StRAteGiES

Check the strategies on pages 82 and 83.
Record a successful implementation below.



ASK YOURself

(pg. 83)

When your child struggles to do a thing alone, ask yourself the following questions:

1. How CAN I BIG-SISTER THE "THING" INTO BEING?
2. WHAT ELSE DOES MY CHILD NEED FROM ME?

TAKE A MOMENT TO ANSWER
THE QUESTIONS.



1. _____

2. _____

THE ABILITY TO WORK WELL WITH OTHERS; TO RECEIVE IDEAS AND INPUT FROM FAMILY, FRIENDS, AND COLLEAGUES; TO ACCESS INFORMATION FROM EXPERTS AND PUT IT TO USE—HONING THESE COLLABORATIVE SKILLS MAY BE THE MOST IMPORTANT WORK WE DO.



STAGE THE HOME (pg. 88)

SUPPORTING Passion

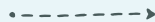
Passion(S)

Ways I can support
THEIR Passion(S)



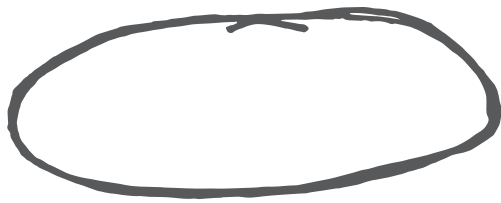






Try It!

TOPIC PULLED
FROM CONTINENT (pg. 88)



Use the space below to jot down the interconnections between the central interest and adjacent topics.

ASK YOURself

(pg. 89)

When your child shows interest in any topic, ask yourself the following questions:

1. WHAT CAN I CONTRIBUTE?
2. HOW CAN I CREATE SPACE FOR TIRELESS LEARNING?

TAKE A MOMENT TO ANSWER
THE QUESTIONS.



1. _____

2. _____



VALUE WHAT YOUR CHILDREN VALUE.



CAPACITY 4



PRACTICE!

Jot down a few
“celebration phrases”
and try implementing
them in your lessons.

(pG. 96)

SEE DIFFERENTLY (pG. 94)

Use this space to copy your translated passage.

STAGE THE HOME (pG. 95)

Use this space to write down your child's goals
and how you will celebrate the accomplishment!

GOAL:

CELEBRATION:

GOAL:

CELEBRATION:

ASK YOURself

(pg. 96)

When your children seem bored by their studies, ask yourself the following questions:

1. HAVE I OFFERED CHOICES FOR PERSONALLY MEANINGFUL GOALS?
2. HAVE I CELEBRATED WITH MY CHILD?

TAKE A MOMENT TO ANSWER
THE QUESTIONS.



1. _____

2. _____



IF YOUR CHILDREN LEARN TO SET GOALS
THAT LEAD TO SATISFYING CELEBRATIONS,
THEY'RE MORE LIKELY TO SET THEM AGAIN.



PORT 1



Looking for a MiND at Work

HOWARD GARDNER'S 8 INTELLIGENCES

Consult Howard Gardner's
8 Intelligences and make
a list of the ones you see
in your child.

(pg. 101)

SEE DIFFERENTLY (pg. 105)

Use this space to journal using the three Ns!

NOTICE:

NARRATE:

NOTE:

STAGE THE HOME (pg. 105)

Consult page 105 and add a few activities
to your weekly plan this week. Expand the
intelligences you value and teach.

ASK YOURself

(pg. 106)

When you worry that your child is not “smart,” ask yourself the following questions:

1. HOW CAN I VALUE THE “MIND-AT-WORK” IN MY CHILD TODAY?
2. WHAT EVIDENCE OF INTELLIGENCE HAVE I DEVALUED AND FORGOTTEN TO NOTICE?

TAKE A MOMENT TO ANSWER
THE QUESTIONS.



1. _____

2. _____



“THE INTUITIVE MIND IS A SACRED GIFT, AND
THE RATIONAL MIND IS A FAITHFUL SERVANT.”

- ALBERT EINSTEIN



PORT 2



Looking for a Body on the Move

BRAIN BREAKS

Make a list of ways to give
your child's mind a break!

(pg. 106)

SEE DIFFERENTLY (pg. 111)

Use this space below to sketch or describe
your child's body in motion while learning.

STAGE THE HOME (pg. 111)

"Do, Be, Do"

Do:**Warm up the body**

- back rubs
- cuddles
- eye contact
- hand massage
- high fives
- hugs

Be:**Focus attention**

Apply self to the material for chronological age plus one minute.

Do:**Take a break**

- chase the dog
- run up and down the stairs
- get a snack
- change locations
- jump on the trampoline
- color a page
- play a video game
- use a brain break

RePeAt. FoRever aNd AMEn.

ASK YOURself

(pg. 112)

When studies become tired,
ask yourself the following questions:

1. HOW CAN I ENHANCE THE ATMOSPHERE
FOR LEARNING?
2. HAVE I PROVIDED BREAKS, COMFORT, OR ACTIVITY
TO MY CHILDREN'S BODIES TODAY?

TAKE A MOMENT TO ANSWER
THE QUESTIONS.



1. _____

2. _____



REJECT TRADITIONAL IDEAS OF WHAT BODIES
DOING SCHOOLWORK SHOULD LOOK LIKE.



PORT 3



LookIng fOR a HeaRt ConNected

List subjects, people, and experiences your child loves. Prioritize these in your child's weekly routine.

(pg. 112)

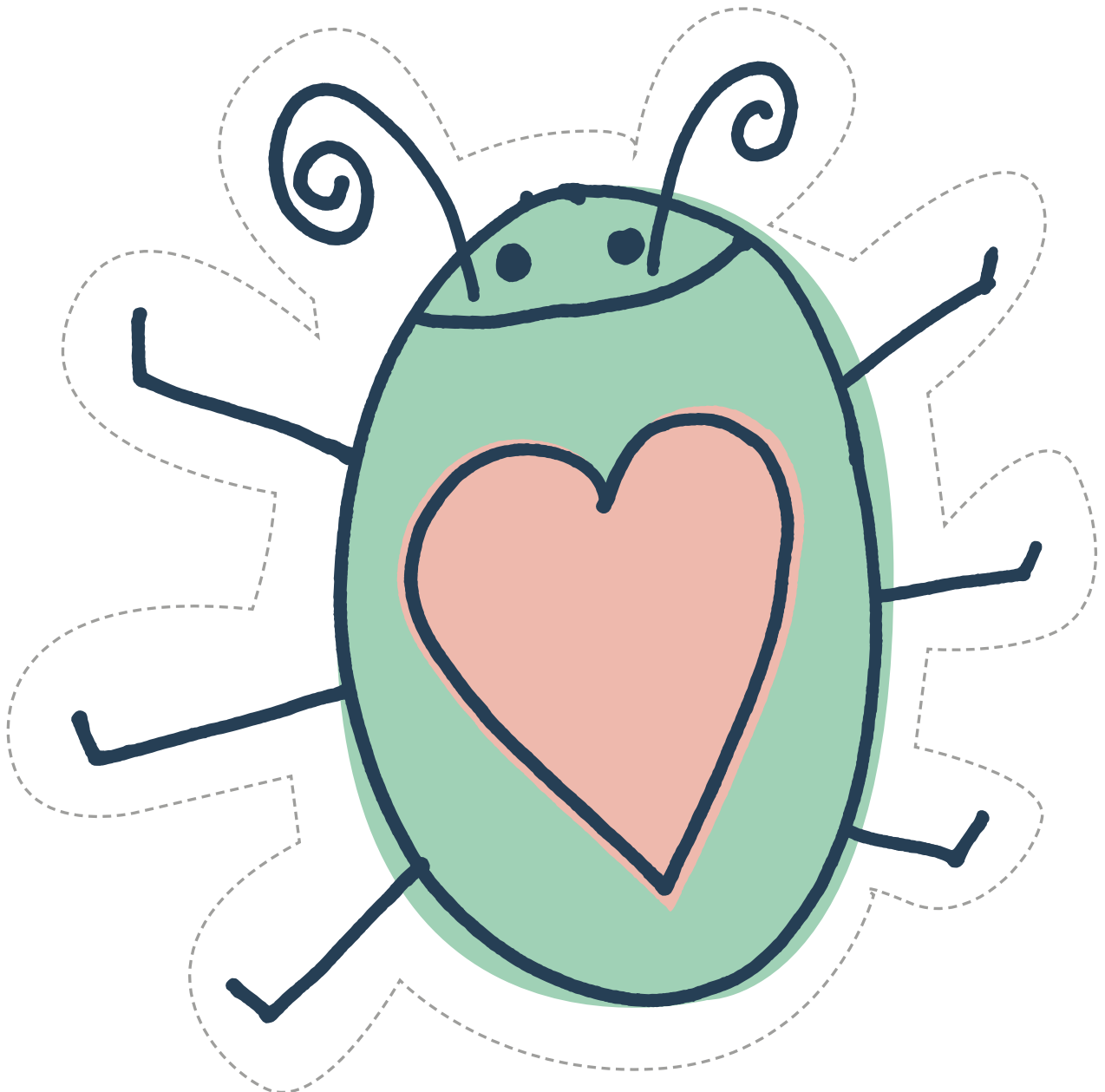
SEE DIFFERENTLY (pg. 115)

Use the space below to journal about supporting a love of learning through a loving home atmosphere.

STAGE THE HOME (pg. 115)

FeED the Lovebug!

Print and cut out this lovebug to write a praise or word of encouragement in the heart shape for a job well done! Cut out multiple ahead of time, and keep them handy so you can give them out the second you notice a need for a bite from the lovebug!



ASK YOURself

(pg. 116)

If the learning environment is characterized by struggle, ask yourself the following questions:

1. HAS MY CHILD HAD ENOUGH TIME AND REPETITION TO FEEL THE PLEASURE OF MASTERY?
2. HOW CAN I PROVIDE THE RIGHT BALANCE OF CHALLENGE, COMPETENCE, AND MEANING?

TAKE A MOMENT TO ANSWER
THE QUESTIONS.



1. _____

2. _____

EDUCATION THRIVES WHEN OUR KIDS FALL IN LOVE.

PORT 4



Looking for a SPiRit InSPIRED

READING ALOUD

Make a list of the books to read aloud that grow your child's moral imagination.

(pG. 119)

SEE DIFFERENTLY, THEN ACT (pG. 121)

Use the space below to journal about ways to Give Love, Give Attention, and Give Help.

TRY It!

POETRY TEATIME (pg. 130)

Checklist of Items for a PROPER TeaTime:

- ☐ Teapot
- ☐ Pretty tablecloth
- ☐ Place mats
- ☐ Centerpiece
- ☐ Teacups or mugs
- ☐ Dishes for treats
- ☐ Tea or other beverage
- ☐ Treats
- ☐ Poetry books

<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

Pick a Date To HAVE
a PoETRY TeaTime
and WRITe it hERE:



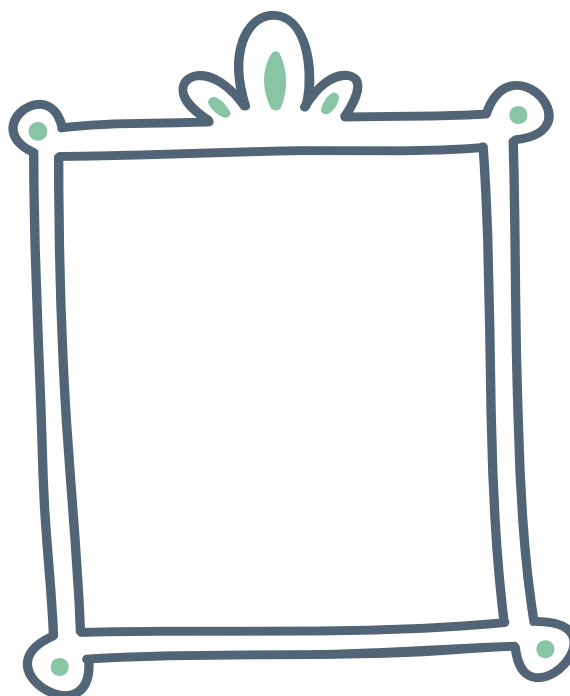
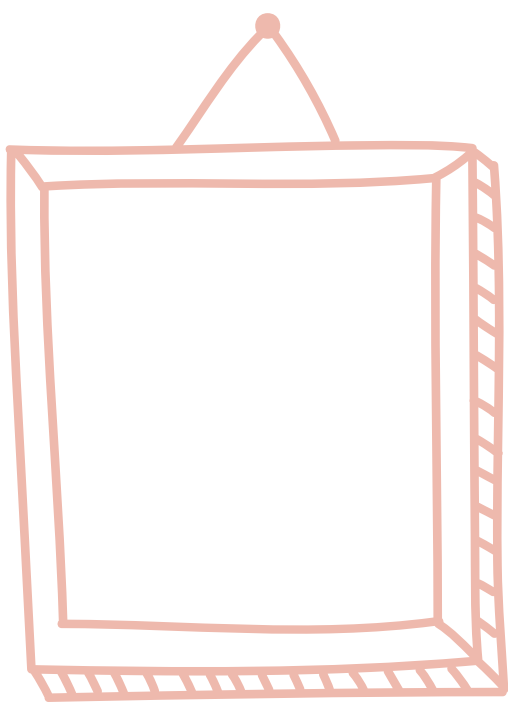
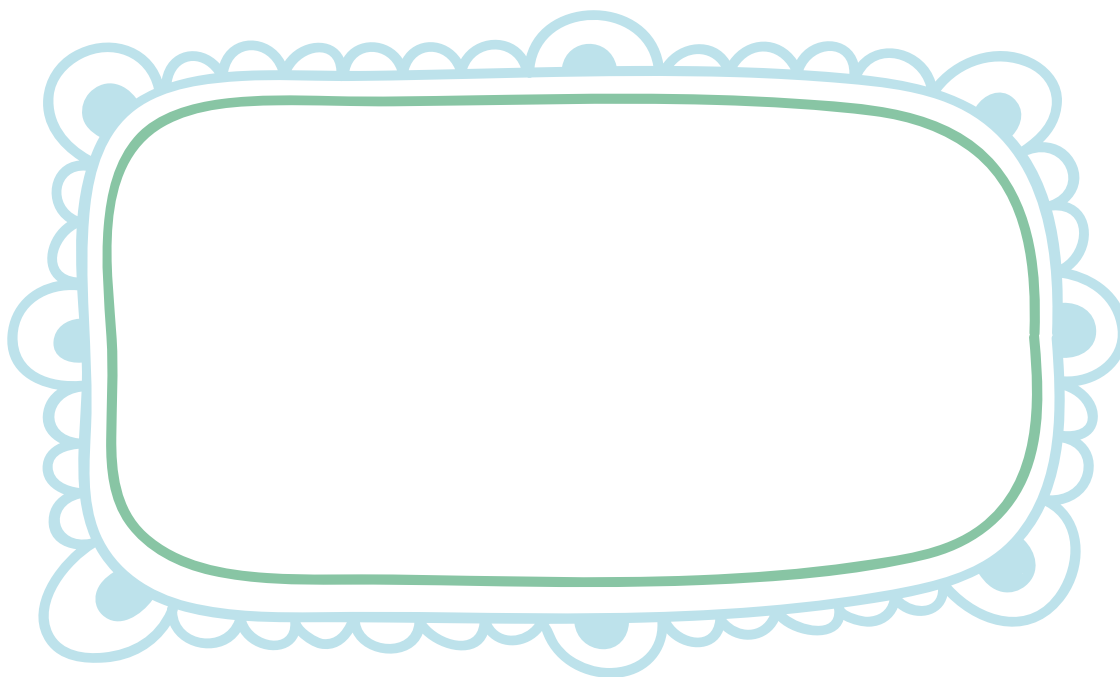
Read-Aloud Time... (pg. 132)

Use the blank space below to reflect on read-aloud time.

Make a list of read-aloud material below!

Jot it Down (pg. 135)

If you need space to jot down something your child is saying, try one of these frames! Jot down their words and then glue them into a little book. Reread often.



FREE WRITing (pg. 137)

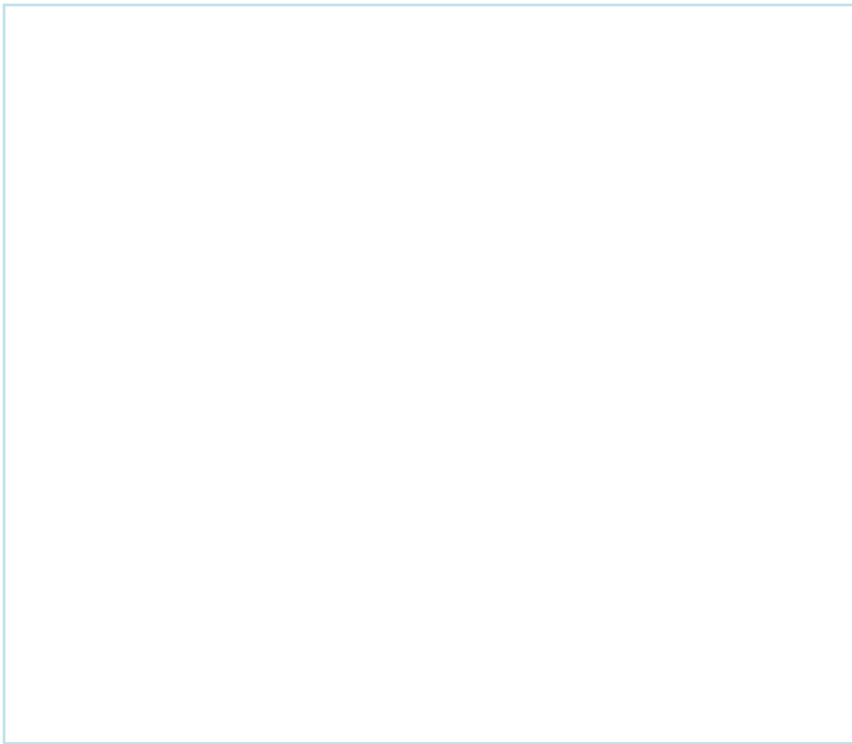
Use the space below for each child to list everything and anything they may want to write about.

NAME: _____

NAME: _____

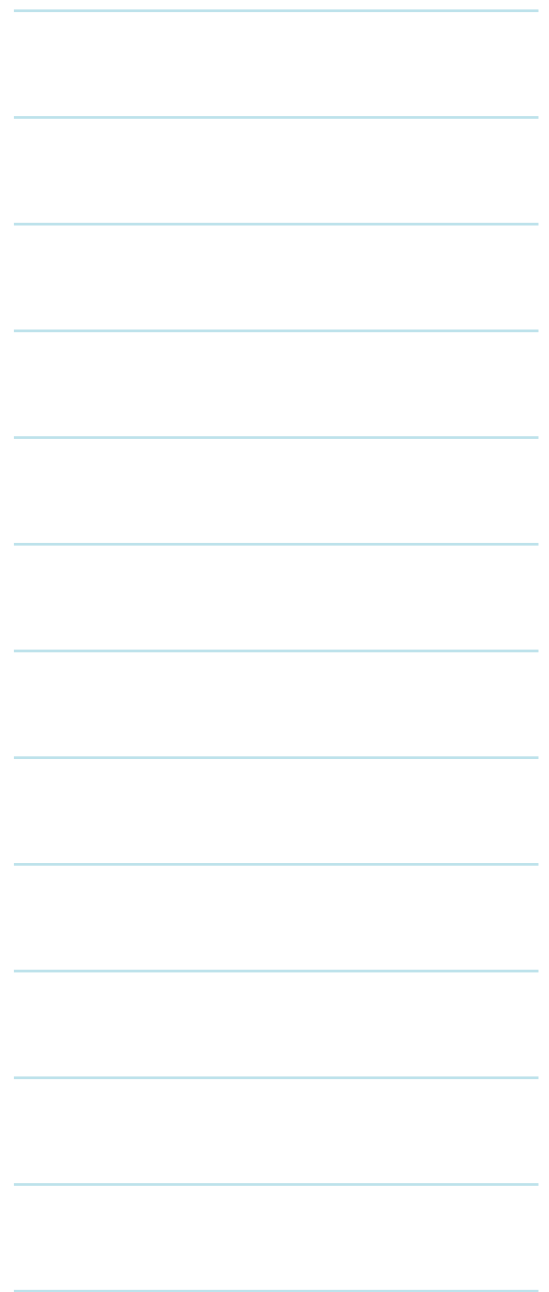
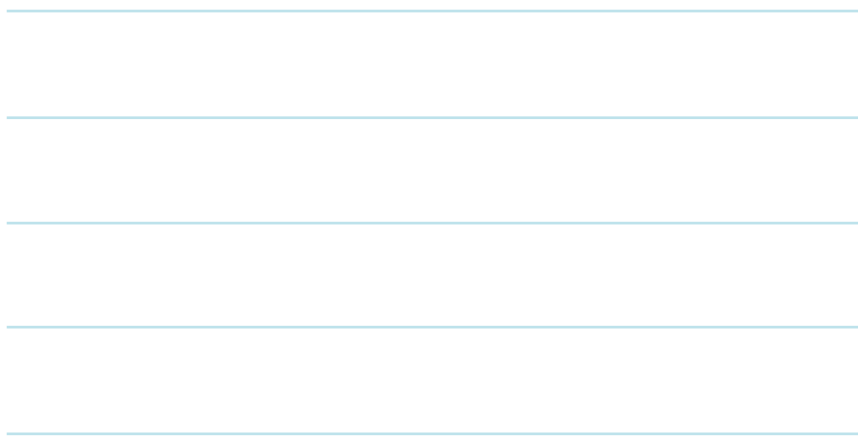
Math and Science (pg. 141)

Use this space to brainstorm practical tools or math manipulatives you can use to help make math meaningful to your child.



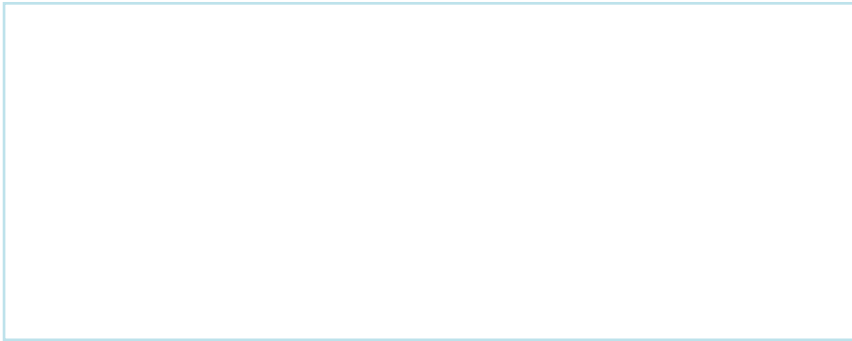
Jot down your child's math questions here. Notice how they relate to your child's natural interests. Discuss!

Make a list of games you own that use math.

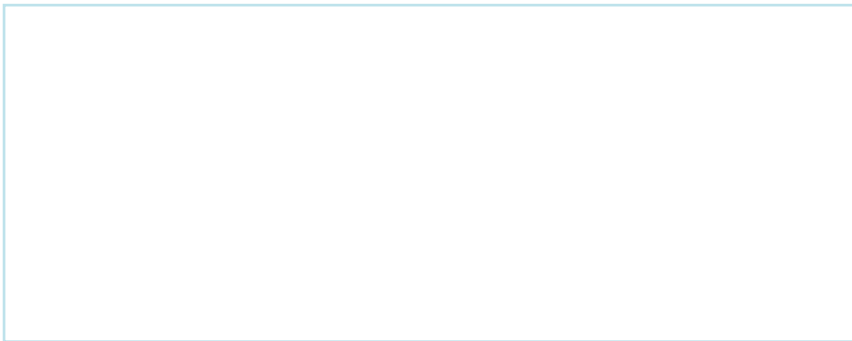


Art And Nature (pg. 145)

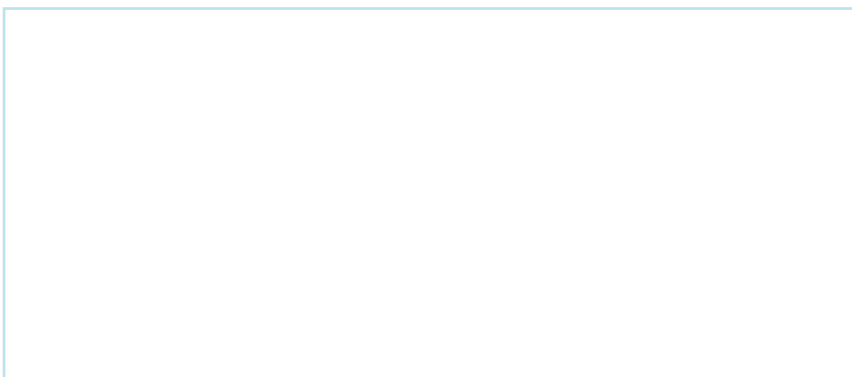
COLLECT A LIST OF ART RESOURCES HERE.
COLLABORATE WITH YOUR FRIENDS FOR IDEAS.



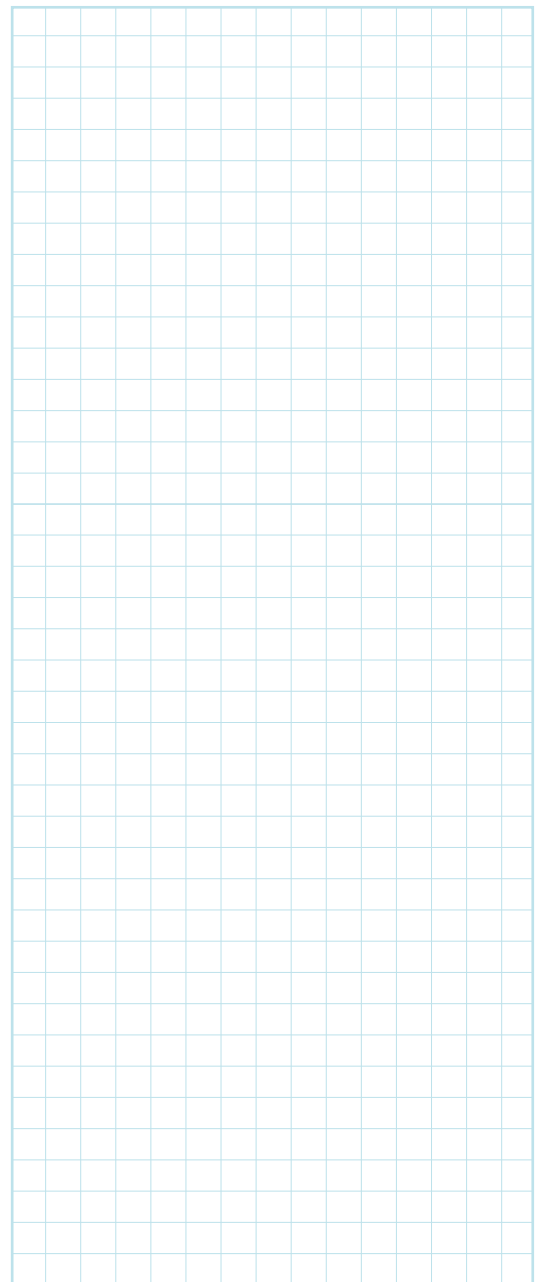
WHERE CAN I TAKE MY CHILD TO BE IMMERSSED
IN ART?



HOW CAN I CREATE AN ART IMMERSION
EXPERIENCE AT HOME?

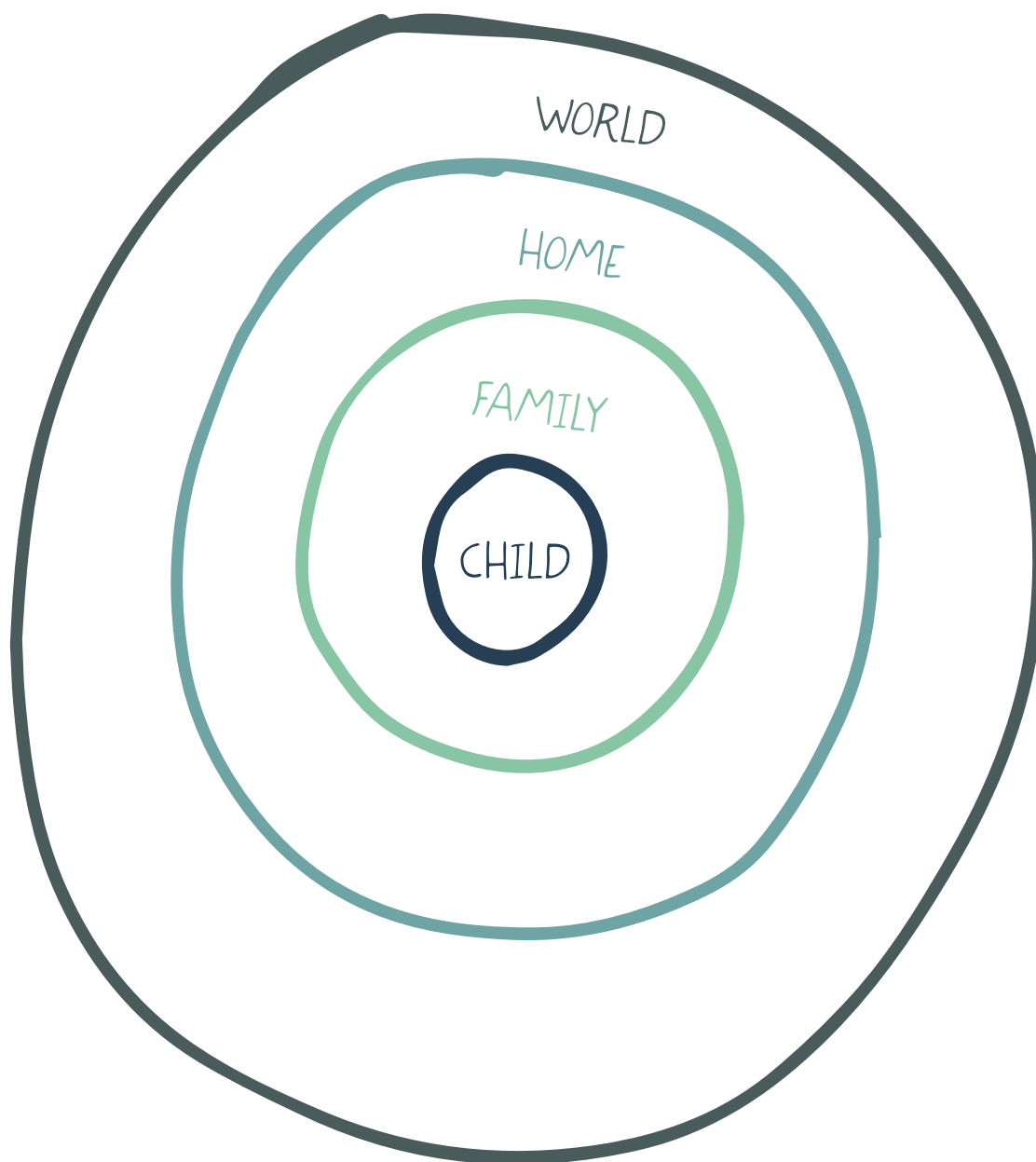


Consider how you and your
child will explore nature
together (bird watching,
gardening, hiking, observing
the phases of the moon...).



GloBAL Citizen (pg. 148)

Use this illustration to remind you of how your child is nested in the exploration of history. Begin with your child and then work your way outward to establish that child in time.



HiSTORY

(pg. 150 & 151)

All About Me

Use the space below to capture thoughts for developing personal timelines and reflection.

All About Family

Use the space below to reflect and capture notes, stories, and memories about family members.

HiSToRY

(pg. 152)

Use these spaces to plan how you will introduce your child to cultural variety and the histories of other times and places.

All About My CuLTure
and Community

All About the WoRLd

CROSS-CULTURAL STUDY (pg. 153)

Plan a trip to a make-believe place:

Now do this again for a real place you are unfamiliar with but curious about.

How will You gEt ThERe?

How will You gEt ThERe?

WhERe will you stay?

WhERe will you stay?

How will You cOmMUnICATe wITh the LoCAL PeoPlE?

How will You cOmMUnICATe wITh the LoCAL PeoPlE?

WhaT will you WeAR?

WhaT will you WeAR?

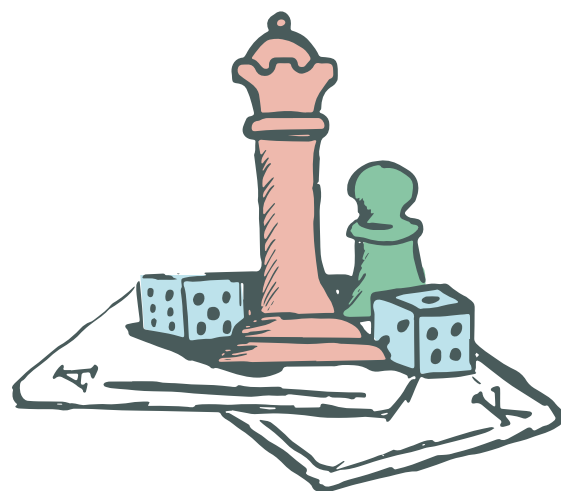
WhaT will you Eat?

WhaT will you Eat?

Get Your Game On (pg. 157)

WHAT GAMING ELEMENTS CAN YOU INCORPORATE IN YOUR HOMESCHOOL?

Reference page 157 for ideas.



Games

(pg. 158)

MULTIPLICATION MASTERY CHART

