



Getting Started:



A Quick Start Guide to Homeschooling

WELCOME



Hello-

I am Emily, wife, and homeschooling mama to four- ages 3, 5, 8 and 9- and homeschooling step mama to one- age 16. We reside in Western MA. My hubby is from New Mexico and I am from upstate NY. We met at a bus stop near the University of Massachusetts, and the rest has been a messy, broken road knitted together in beautiful ways by and through the mind blowing grace and beauty of God alone.

Eight years ago, we embarked upon the journey of homeschooling. It began with us deciding a different path was needed for my step-daughter, who at the time, was struggling with her 3rd grade public school experience. As a previous public school teacher, and then a home-based childcare and preschool provider, teaching and working with children has always been a passion of mine. I accepted the challenge back then with the gracious support of her mom and my husband, and now my step-daughter, who continues to homeschool, just finished up her sophomore year of high school! We have been blessed to be a part of a thriving local Classical Conversations community since our start. It has given us structure, support and friendship and introduced me to the classical philosophy of education, which I have come to love and continually to seek to grow deeper in my understanding of these ancient ways.

I am excited, through the new program *Still Waters Scholé*, to take all that I have learned thus far and share it with families who want to homeschool but desire community and more hands on guidance. This program is designed to walk alongside PK- 6th grade students and their families by providing content and structure, assisting with implementation, equipping parents and fostering community with both distant learning and local options. **We are learning how to homeschool classically and restfully TOGETHER!** You can learn more about this new program [here](#).

I did not travel this road alone, however. I have gleaned from so many friends and mentors from past and present, and I too continue to grow and learn as not one who has arrived, but as one who continues my own lifelong pursuit of education and sanctification alongside my children. And being in the midst of my children so frequently does make me aware of my need for Christ's mercies and power. But I hold fast to the hope and promise from Colossians 1:17, that "He is before ALL things, and in Him all things hold together." Praise the Lord!

It is my prayer by sharing this *Start Here: A Quick Start Guide to Homeschooling* with you that it will help ease some of your anxieties about homeschooling, as well as equip and encourage you as you consider choosing a different path for your family.

With Love,

Emily

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CREATE A FAMILY VISION STATEMENT



KNOW YOUR “WHYS.”

(Listen to more *How to Homeschool...Successfully: Top 5 Tips* [HERE](#))

Because when the days are long and hard and everything in you wants to throw in the towel and chase down the next yellow bus, you will need to be reminded of the “whats” that led you here and the “whys” in which you are seeking, or your aims, or end goals by and through God’s spirit and grace. It is helpful as we make a plan in the present, to do so with the end in mind. For as the Proverb goes, “*without a vision, the people will perish.*” (29:18)

I would suggest writing these down somewhere so you can be reminded of them daily, but especially when the going gets tough. For this very reason, I have our homeschool whys posted on our wall and in the front of my planning binder. And remember, if you feel called to homeschool for a year, or for the years to come, holdfast to these truths...

“Whatever God calls you to He will equip you to do His will”

(Hebrews 13:21)

“He who began a good work in you will see it through completion.”

(Phil 1:6)

“For He who calls you is faithful; He will surely do it!”

(1 Thessalonians 5:24)

So know your whys, and then lean not on your own understanding (*or feelings*), but on every word of God, who goes before you, walks beside you and hems you in from behind. Amen!



Family Homeschool Vision

THROUGH GOD'S SPIRIT, WE DESIRE TO LOVE AND
FOLLOW GOD WITH ALL THAT IS WITHIN US,
TO BEHOLD ALL PEOPLE AS IMAGE BEARERS OF GOD;
THEREFORE, ASPIRING TO LOVE, HONOR AND SERVE
OTHERS WITH CHRIST-LIKENESS.
AND, WHEN WE DON'T- TO BE HUMBLE RECONCILERS.
WE ASPIRE TO MOVE WITH GROWING INTEGRATED
INTENTIONALITY TOWARDS A SLOWER,
MORE REST FILLED PACE OF LIFE,
WITH THE AIM OF BECOMING GOD-FOLLOWING,
PEOPLE-LOVING, LIFELONG, PASSIONATE LEARNERS AND
SEEKERS OF AND DELIGHTERS IN
THE TRUE, THE GOOD AND THE BEAUTIFUL,
TO MORE FULLY KNOW, GLORIFY AND DELIGHT IN GOD.

Why We Homeschool...

- To be intentional about instilling Godly truth in each child's heart throughout the day, and to foster, by God's grace, a love for Jesus and others.
- To be the primary source of influence in our child's life, and prioritize discipleship.
- To build a Christ-centered, Biblical-based, Missions-minded worldview in each child's heart that promotes a desire to love and serve Jesus and others throughout the earth.
- To focus not on WHAT to learn, but HOW to learn- instilling a passion for learning that will last a lifetime.
- To focus on each child's areas of strength, where we see God unfolding his / her unique skills, talents, interests, and gifts, and tailor his / her program accordingly.
- To equip each child with the character, motivation, and skills needed to become a thriving, citizen of the world.
- To provide an environment where each child can be properly socialized within a multi-age community of friends and family, as socialization is not as healthy or realistic in a primarily single age peer group alone.
- To have freedom to do family life, learning and community in a way that encourages creativity, innovation, adventures and thinking outside of the box.
- To have more flexibility and control over our family schedules in light of the complexity of our blended two family situations.
- To spend more time together while our children are young, and enjoy learning together, sharing in awe and wonder about the world we live in, and being one another's best encouragers.
- To learn heaps of amazing things about God's world and excel in all areas of learning in each child's own unique way- spiritually, academically, socially, physically and emotionally.
- To do school work outside, under the kitchen table, to be free to go on learning "rabbit trails" without worrying about the bell ringing, and to devour wonderful books and stories at our own pace.
- To protect each child from being exposed to certain worldviews or realities while he / she is young, but at the same time, not to shelter the child from all things bad or uncomfortable. Rather, to see the opportunity to expose the child to certain things in a manner and timing that is both age and developmentally appropriate and is in consideration of each child's individual personality. When we expose each child to the suffering in the world, and walk each child through his / her response, we can help develop compassion for others and spur on hope in the midst of uncertainty and trials.

SIMPLE STEPS TO GET STARTED



1. Look up your state regulations at <https://hsllda.org/legal>
2. Apply to become a member of the Homeschool Legal Defense Association at <https://hsllda.org/join>

This is not required, but highly suggested! Once a member, this organization will represent you for FREE if you may need it. Hopefully, you will not ever need to utilize their services, but it is an affordable (as low as \$12/ month) backing to have if for some reason you did need legal assistance.

3. Contact your local district's superintendent's office.
 - a. Ask what specific documentation is required.
 - b. Ask when this documentation is due throughout the year.
4. Complete and submit a *Notice of Intention* (NOI).
 - a. Sample NOI [here](#)
 - b. State specific NOI forms are available at HSLDA, if you become a member.
5. Complete and submit a proposed schooling schedule, if required.
 - a. Sample Proposed Schedule [here](#)
 - b. Read the article below, *What Counts as "School"?*
6. Complete and submit a curriculum plan and resource list, if required.
 - a. Sample Curriculum Plan (available for families participating in *Still Waters Scholé*)
 - b. Sample Resource List (available for families participating in *Still Waters Scholé*)

WHAT COUNTS AS "SCHOOL"?

Some Tips on How to Think About Your Homeschool Day



When I say we “school” from 9–3pm Monday– Friday, this does not mean my children are sitting down at their desks for 6 hours. DO NOT TRY TO RECREATE PUBLIC SCHOOL IN YOUR HOME! It will not work; your child will most likely be overworked and you will most likely be exhausted and frustrated as well. Schooling should take on a very different approach when done at home. Instruction is more individualized and it will not take you the same amount of time as it might in a public school setting. Think 15–20 minutes per lesson at the younger levels increasing incrementally as they get into the upper grammar grades as attention capabilities and body control develop and the workload increases (see sample schedule on the next page). Schooling, in addition to the more traditional weekly lessons and assignment, can also look like:

- reading a book (language arts)
- helping with chores (life skills)
- preparing a meal (culinary arts)
- playing outside (physical education / nature studies)
- working with a younger sibling (character development)
- helping with shopping (life skills, communication skills, math)
- visiting with an elderly relative or neighbor (character development, communication skills, history, geography)
- Going to the post office or doctor’s office (field trip, communication skills, life skills)
- Participating in a sports team (physical education, character development)
- taking a music, art or dance lesson (fine arts, character development, physical education)

Be creative! Don’t box yourself in with this. This is one of the many benefits of homeschooling. Schooling becomes a way of life. With a little intentionality and a switch in the way we think about education, *it truly is ALL homeschool.*

SUGGESTED HOURS OF ENGAGED INSTRUCTIONAL LEARNING BY GRADE

PK	15-30 minutes of instructional / assignments
K	1-1.5 hours of instructional / assignments
1st	1.5- 2 hours of instructional / assignments
2nd	2-3 hours of instructional / assignments
3rd	2.5- 3 hours of instructional / assignments
4/5/6th	3.5- 4 hours of instructional / assignments

ORGANIZATION



1. Keep an attendance sheet that meets your state's requirements.
 - a. Sample Attendance Sheet [here](#)

2. Create a filing system that works for you to save your child's work throughout the year.
 - a. I have a file box with hanging file folders for each child. I keep their completed assignments, projects and term assessments here.

 - b. I have a bin with hanging file folders for each child in the basement to store each child's End of Year Portfolio for each of the completed school years.



METHODS



1. Figure out your child's learning preferences and your teaching style.
 - a. Take a quiz to learn more [here](#)
2. Decide on your teaching method and / or philosophy.
 - a. Our family, and *Still Waters Scholé*, is rooted in the classical educational philosophy with an emphasis on scholé, or restful learning. We are also inspired by the pedagogies of Charlotte Mason.
 - i. Learn more about the Classical philosophy of education [here](#).
 - ii. Learn more about scholé [here](#).
 - iii. Learn more about Charlotte Mason [here](#).

While the freedom to choose your approach to homeschooling and create a customized educational environment is freeing and exciting, it can also feel intimidating. The options are so different and may seem overwhelming! So tread lightly and know that as you begin walking this path you will begin to see what philosophies align best with your unique family.

CREATING A FRAMEWORK



1. What will be your emphasis of study?

- Our family curriculum and now the curriculum at *Still Waters Scholé* is classical emphasising the seeking after truth, goodness, and beauty and the study of authentic liberal arts and the great, or living books.
 - *What is meant by Truth, Goodness and Beauty?"*– Listen [here](#)
- Our curriculum is history-led, meaning this informs our literature, poetry, geography and fine arts studies for the year. We will rotate yearly through one of three cycles of historical study– Ancient Civilizations, Pre-Reformation to Modern and American History– each year.

2. What subjects, or strands, will you study?

We have everyone in the family engaging with the same general strands of study (memory work, virtue education, geography, history, science, nature study, poetry, literature, narrations, art and music appreciation) with each appropriately scaled. This lends itself to unity and intergration within our home.

3. When and how often will you study each subject / strand?

Don't try to recreate public school at home. You don't need to do every subject / strand every day, or even every term. For example, we have spent more time on history on Mondays, science on Wednesdays and nature study on Fridays. Or, we have focused on one subject for a whole term, but then put it aside the next term. Be creative and flexible!

POSSIBLE COURSE OF STUDY



Bible One Bible passage memorized each term as a family and personal devotional

Virtue One virtue will be introduced, discussed, and practiced each term.

Hymn One hymn will be studied and learned each term.

Poetry Students will spend a whole term reading and memorizing the works of one of famous poets. The main purpose of this practice is to familiarize students with the beauty and delight of poetry. Students will be encouraged to commit one poem (or selection) to memory each term.

Picture Study Students will spend a whole term learning about the person and the works of one famous artist. On occasion, this will be accompanied by imitation of masterworks in various media/

Composer Study Students will spend a whole term learning about the person and the works of one famous composer.

Literature One or two living books related to the time period under study will be read aloud per term as a family. In addition, olders students will read one biography of their choosing and one assigned book, both related to the time period under study.

History Students will be introduced to 24 facts, or pegs of knowledge each year from various historical happenings. A corresponding living history book will be read aloud and narrated each week, accompanied by map integration. Timeline study could be included as well.

Geography Weekly geography terms and specific locations will be studied.

Science Students will be introduced to 24 facts, or pegs of knowledge each year from various fields of science. We will delve into one of these fields of study more deeply through books, narration notebooks and suggested at home explorations.

Nature Study Students will explore nature weekly through outdoor discoveries and learning the art of nature journaling. (Learn more about the *Simplicity of Nature Study* [here](#)).

Math This is discussed in more details on the MECHANICS page below

Phonics / Spelling This is discussed in more details on the *MECHANICS* page below.

One way we have incorporated much of these strands of study is through our Morning Scholé and our bi-weekly Tea Time. Get a free Tea Time plan [here](#).

WHAT IS A NARRATION?



Here are the basics of the practice of narration in Charlotte Mason's own words...

(Excerpted from www.simplycharlottesmason.com)

1. Read a portion and ask the child to tell you all he can recall about what was read.

“She may read two or three pages, enough to include an episode; after that, let her call upon the children to narrate, — in turns, if there be several of them” (Vol. 1, p. 233).

2. Read the passage or episode only once to reinforce the habit of attention.

“As knowledge is not assimilated until it is reproduced, children should ‘tell back’ after a single reading or hearing . . . 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” (Vol. 6, preface).

3. Try to keep teacher led interruptions to a minimum; they can quickly dampen a narration.

“The teacher does not talk much and is careful never to interrupt a child who is called upon to ‘tell.’ The first efforts may be stumbling but presently the children get into their ‘stride’ and ‘tell’ a passage at length with surprising fluency. The teacher probably allows other children to correct any faults in the telling when it is over” (Vol. 6, p. 172).

4. Discourage your child from simply repeating the words you just read.

“Narrations which are mere feats of memory are quite valueless” (Vol. 1, p. 289).


5. Encourage your child to narrate in his own words, inserting his opinion and any mental connections he might have made.

“A narration should be original as it comes from the child — that is, his own mind should have acted upon the matter it has received” (Vol. 1, p. 289).

Keep in mind that narrations can take many forms. The simplest way to begin is by doing oral narration. After the child has a good grasp on oral, he can move to doing written narration. But don't rule out drawing as a form of narration, or acting, or building and creating. All of those techniques can be great ways of assessing what our children have learned.

DOWNLOAD A FREE NARRATION PROMPTING BOOKMARK [HERE](#).

MECHANICS

- 
1. Give your child placement assessments to see which level of would be the best fit for a Language Arts curriculum.

(We will be using *The Good and The Beautiful* Language Arts curriculum at *Still Waters Scholé* for K-3 /4th grade. Once the child begins the suggested more formal English Grammar and Writing class this will then replace this curriculum).

- a. Download and print the placement assessments [here](#).
2. Give your child placement assessments to see which level of would be the best fit for a math curriculum.

(Listed below are the two math curriculums I would suggest for those families participating in *Still Waters Scholé*. See my video explanation [here](#)).

- a. Math U See

- i. Learn more about Math U See [here](#).
- ii. Math U See [placement assessment](#)

- b. Saxon Math

- i. Learn more about Saxon math [here](#).
- ii. Saxon math [placement assessment](#)
- iii. *Nicole the Math Lady*- Online tutoring and grading starting with Saxon 3
 - Learn more about tutorials [here](#)
 - Learn more about online grading options [here](#)

MATERIALS



Purchase necessary materials and resources.

(If you are part of *Still Waters Scholé*, please check in with me before purchasing resources. We have access to many discounts through our affiliation with Scholé Groups).

- Primer (PK) Class Resource List (available for families participating in *Still Waters Scholé*)
- Lower Grammar (K-2) Resource List (available for families participating in *Still Waters Scholé*)
- Upper Grammar (3-6th) Resource List (available for families participating in *Still Waters Scholé*)



RHYTHM

a flow, movement characterized by regular reoccurrence of elements or features.



I have found that having an overarching flow helps my children and me move more seamlessly throughout our days. While this looks lovely on paper and gives us high hopes for the course of the days, it is merely an overarching umbrella- hence the rainbow- it gives shape, but it is not set in stone, nor is it stagnant. It has fluidity, it ebbs and flows and it has life, just like the people it was created for- people (including myself) who need extra sleep some days, have tantrums others, heart and attitude issues another that need to be guided, or some days just need something different than what might have been planned. We give space for this.

This is something I have greatly grown in since we began this whole family / homeschooling thing and I continue to grow in. A rigid schedule doesn't give grace for the unexpected or the needs of imperfect and unpredictable hearts, and when the course of the day doesn't go as I had planned (it hardly EVER does) and my to-do list remains unchecked, I have found I typically end out the day grumpy and defeated. So I am learning to surrender myself daily to what God has before me and I am continuing to seek to find joy in the current circumstances despite my best laid plans and intentions and to give space and grace. This practice of surrender and letting go has been a true act of the sanctifying work of Christ's spirit within me. Old habits die hard. But I too am learning that family rhythms give structure, but also space to meet the needs of the current moments, moments that I am not able to always predict or plan for, but that I can trust God has already gone before me to prepare the way. Hallelujah!

RHYTHM EXAMPLES



FALL RHYTHM:

Day 1: chores, devotional, math, morning scholé, history, latin, outdoor play, Lang. Arts, free time, music prac, clean up
Day 2: chores, devotional, math, reading/narrations, timeline, outdoor play, writing class / ballet class
Day 3: chores, devotional, math, morning scholé, science, outdoor play, Lang. Arts, free time, music prac, clean up
Day 4: chores, devotional, math, reading/narrations, timeline, latin, outdoor play, Lang. Arts, free time, music prac, clean up
Day 5: chores, devotional, nature study, music lessons

WINTER RHYTHM:

Day 1: chores, devotional, math, morning scholé, history, latin, outdoor play, Lang. Arts, free time, music prac, clean up
Day 2: chores, devotional, math, reading/narrations, timeline, outdoor play, writing class / ballet class
Day 3: chores, devotional, math, morning scholé, science, outdoor play, Lang. Arts, music lessons
Day 4: chores, devotional, homeschool ski lessons and outing
Day 5: chores, devotional, math, reading/narrations, timeline, latin, outdoor play, Lang. Arts, free time, music prac, clean up

SPRING RHYTHM:

Day 1: chores, devotional, math, morning scholé, history, latin, outdoor play, Lang. Arts, free time, music prac, clean up
Day 2: chores, devotional, math, reading/narrations, timeline, outdoor play, writing class / ballet class
Day 3: chores, devotional, math, morning scholé, science, outdoor play, Lang. Arts, free time, music prac, clean up
Day 4: chores, devotional, math, reading/narrations, timeline, latin, outdoor play, Lang. Arts, free time, music prac, clean up
Day 5: chores, devotional, nature study, music lessons

SUMMER RHYTHM:

Day 1: chores, devotional, math, latin, projects, quiet time, clean up
Day 2: chores, devotional, outing
Day 3: chores, devotional, nature study, quiet time, clean up
Day 5: chores, devotional, math, latin, projects, quiet time, clean up
Day 5: chores, devotional, tea time, art, clean up



CELEBRATION

*"Certainly we can find one hour out of every day,
one day out of every week and one week out of every term to
breathe, look around and rest in order to dance with those
children God has entrusted to our care."*

~Commonplace Quarterly

We end each 6 week term with a *Celebration of Learning* to see where we have come, to be proud of the obstacles we have overcome and to allow the stories, the poems, the places, the people and the ideas we have met along the way sink deeper into our hearts, minds and souls.



However, at the end of our last six week term, we culminate the year with an End of School Year Portfolio. This started as my way of reporting to our local school district what we had accomplished over the year, which I am obviously still required to do, but over the years, this practice has turned into so much more. Our portfolio is basically a binder with dividers highlighting each child's work over the course of the year. After putting together these portfolios I write a reflection and my children complete a reflection (either orally or written depending on their age) about the strengths, the struggles, the challenges, favorite memories and goals and hopes for the next year. Then we sit down together with Daddy to talk about the year, share our reflections and look through the portfolio. This has been a great way to incorporate my husband and include him in the dialogue and more intimately join in the celebration.

In past years, we have hosted an End of School Celebration in our home inviting our friends and neighbors, most of them a generation or two ahead of us, over for an open house event. Each child has made a photo board from the year and displayed his / her work in a designated area of our home. As our visitors walk through our home, each child has had an opportunity to share his / her work, answer questions and share what they have learned, and then we finish off the evening with an ice cream sundae bar!



The days can be long and hard, and in the midst of it, I can sometimes miss it, but when given the opportunity to zoom out a bit and see the wider scope of a year of growth in its entirety- it truly is incredible! As I lean back and take it all in, it is a reassurance to my heart that we have in fact filled the pails of learning, kindled fires of wonder, grown, stretched and soared.

To learn more about End of Year Portfolios check out my video [here](#).

SPACE

There is no right or wrong way to set up your homeschool space. In fact, you don't even need a separate space! We have been blessed with separate rooms for schooling in our current home, but more often than not "school" happens at the kitchen table, on the deck, outside, in a blanket fort... be creative! These are our two main schooling spots. Each child has his / her own desk (some aren't shown) and then we also have a community table...and lots of shelves for books, and supplies.



WORKBOXES



We have used a workbox system for each of our children for years now with much success. Each drawer is assigned a specific subject and that is where the books, notebooks and work in progress assignments are stored. With 5 kids, this helps to keep everyone's books and work organized and separate. These can be found at your local crafting store (watch for sales)!



Want to learn more? Click [here](#).

EXTRACURRICULAR



As a family with multiple children we have to be choosy about what we commit to. We value our time at home and protect our time of intentional togetherness. I seem to be continually learning that when we say yes to something, even really good things, we are also saying no to something else and we have to weigh the cost in relation to what we value as a family. A commitment chosen for one is ultimately a commitment chosen for the whole family due to the impact it has on the rhythm of our family's daily life. There are certainly seasons that my husband and I make the choice to be more "busy" but we don't take the decision lightly, and our children know that. An overwhelmed and frazzled mama and wife, can spoil the whole atmosphere of the home (I have learned this the hard way more than once...), and thus, commitments are made after much prayer, and seeing if it aligns with where we feel God leading us collectively and individually.

I have found, in our frenzy-driven culture, this isn't always met with understanding. But that is ok. (I am speaking to myself even now...) With that said, my step daughter and daughter study violin privately and participate in their teacher's violin studio class once a month to work on collaborative pieces. My 2nd grade daughter has studied ballet for a few years now, and I teach her piano at home. My PK5 son has participated in some local sports "teams" as a means to connect with Daddy, burn off some of his abundant energy and to provide a way to connect with our community a bit.

*"When I am constantly running, there is no time for being.
When there is no time for being, there is no time for listening."*

WE DESIRE TO BE HEARERS OF GOD, AND ONE ANOTHER.

And if this is desire is true, may overcommitment not get in the way of seeking out that
which matters most.

WHAT ABOUT SOCIALIZATION?

So...when did it become normal to spend 6+ hours a day with only people the same age as you? Is this replicated in the “real” world? If one of our end goals is to cultivate our children to be citizens of a multi-aged world, how are we equipping them for this?

When children are spending most of their time with their peers, to state it bluntly, “the blind are leading the blind.” We want our children to have a childhood- a sacred time to discover, awaken and explore; unfortunately, too often this can be taken away prematurely in a setting where cultural unguided peer pressure reigns. Rather, our goal is to provide an environment where each child can be properly socialized within a multi-age community. I want my children to observe what it means to live a God-honoring, other-focused life and that takes spending time with such people. People, who aren’t perfect, but by and through God’s grace can model humility, servitude, and repentance. Oftentimes their tutors and mentors remain active in their life year in and year out- not just a changing of the guard after 180 days. Trust is developed and deeper relationships form.

In a one room schoolhouse approach, the lines of age are blurred. The younger benefit from observing the older, and the older are given the opportunity to lead and to serve. In our shared togetherness, it is less about each to herself doing her own thing, with her own friends. Our experiences are more shared. And yes, we do seek out to honor the individual as well, but as an important part of the larger whole. In a large family, there are plenty of opportunities to learn to relate to people. But we don’t just stay home. We are also a part of our local homeschooling community, participate in music, dance and sports, have a vibrant church community, and host often. Outliers, sure? But overall I have just not found socialization to be a concern. Instead, I have observed youth stepping up to the plate in their families and communities, confident and capable of an intelligent conversation with all ages. We grow to love and appreciate those we spend time with.



TECHNOLOGY



Our family has a low-technology philosophy. The kids share a chromebook but their use on it is minimal and never without supervision. We feel that there is FAR better use of their time than presenting them with the temptation of just being on a device. We don't want to just have amused and entertained children, but rather engaged, imaginative, communal and explorative children. This takes fostering and forming habits and that begins with presenting them with other options. With that said we DO use technology...

- My PK5 son will work on math and reading using [Reading Eggs](#) while I work with my older girls in the afternoon while my youngest is napping.
- My oldests two girls use [Nicole the Math Lady](#) to introduce the new concepts in their Saxon Math lessons.
- The kids will work through typing lessons using [Typing Club](#), which is a skill we want our children to have.
- We use it for research and sometimes for art tutorials.
- We have enjoyed our subscription to [Right Now Media](#), which we have used this for family devotional and Bible teaching in the past and my 7 year old has utilized it for her personal devotional time as well.
(We value the children having one on one time with God, but that can be difficult when the child isn't yet a strong reader. This has been a great option).
- We will share in a family movie night with popcorn as one of our shared family experiences a few times a month.
- And in desperate times, usually around 4:30 when everyone's patience is running low and everything just seems to unhinge a bit, and usually when Mama is trying to make dinner, I will put on an educational show. But I choose the show and it is watched in the room adjacent to where I am cooking.

Technology is a great resource. It enables me to not have to be *omnipresent* and *omniscient* in ALL things, which of course I could never be even if I tried. (But I am so grateful that I have a Father in Heaven who is!) But we do use it cautiously, which has made this whole transition to virtual EVERYTHING a challenge! As the kids get older I am sure some of these practices will need to adapt and it has been something we have had to navigate with wisdom with my highschool step daughter as well (who has her own chromebook for school, but not her own cell phone). I am not saying this philosophy is the only way. Like all things we have to seek out what we feel is right for our unique family situations and each child as it aligns with the values of our family.

LOOKING FOR MORE...



Are you still looking for more guidance, assistance and community?

Consider joining us at *Still Waters Scholé* to receive:

1. Content

- a. The curriculum plan provided is classical, restful and Charlotte Mason inspired. It has everyone in the family engaging with the same general strands of study (**memory work, character formation, geography, history, science, nature study, poetry, literature, narrations, art and music appreciation**) *appropriately scaled*. This creates unity amongst our community and in your home.
 - To learn more about the Still Waters Scholé curriculum [here](#).
- b. We follow a three year rotational cycle ensuring there are no gaps in your child's education. If a child participates in program from the start, he/she will encounter each cycle twice deepening their familiarity and understanding.
 - See our three year cycle rotation [here](#).
- c. You will need to select your own math and phonics / spelling curriculum, but help you decide and implement a course of action.
 - See the *MECHANICS* page in this guide for suggestions

2. Structure

- a. The suggested schedule is provided for you. However, we value flexibility and we encourage families to customize their practices to the unique persons and settings of their family and home. We appreciate the diversity represented by our families and encourage each family to seek a structure and focus that works best for their unique family while still adhering to our core values (Christian, Classical, Restful).
 - Yearly: See our 2020-2021 Calendar [here](#).
 - Sample of Weekly Assignments [here](#).
 - Sample of Daily Assignments:
 - [Primer \(PK\)](#)
 - [Lower Grammar \(K-2\)](#)
 - [Upper Grammar \(3-6th\)](#)

LOOKING FOR MORE (CONTINUED)...



3. Assistance with Implementation

- a. Access to LIVE weekly overview parent instructional sessions, and post video
- b. Availability to connect with me personally throughout the week for guidance and encouragement.
- c. Access to the Scholé Group Member's Atrium, an online resource for classical home educators

4. Parent Mentorship

- a. Access to the weekly parent mentorship Zoom class and post-video. Learn more [here](#).

5. Community

- a. Access to the bi-weekly Morning Scholé Zoom gathering
- b. Access to the private class and parent online platforms
- c. Access to the Literature Discussion group on Zoom (bi-weekly)- Upper Grammar only
- d. Lesson plans to gather with other local families and implement collectively: (I will lead this time as a part of our Community Explorations option for local MA residents).
 - Nature Study
 - Music and Storytelling
 - Tea Time Plans
 - Celebrations of Learning suggestions

6. Discounts

- a. Discounted prices on bulk orders from Classical Academic Press and other affiliated curriculum vendors

WANT TO LEARN MORE?

Watch the *STILL WATERS SCHOLÉ 101* Webinar [HERE](#)

Or, check out our website: www.stillwaterssschole.com

STAY IN TOUCH



I hope this *Start Here: A Quick Start Guide to Homeschooling* was helpful to you.

Please feel free to reach out if you have any other further questions at:

emily@stillwatersschole.com

Follow me on instagram:

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[@stillwatersschole.com](https://www.instagram.com/stillwatersschole.com)



www.stillwatersschole.com